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:**

<table>
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<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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<tr>
<td>7 Weeks</td>
<td>Photography</td>
<td>Topic 1: Understanding Quality Photos&lt;br&gt;Topic 2: Parts and Operations of a Camera&lt;br&gt;Topic 3: Camera Practice - Scavenger Hunt</td>
</tr>
<tr>
<td>3 Weeks</td>
<td>News Writing/Feature Writing</td>
<td>Topic 1: What is News Writing?&lt;br&gt;Topic 2: Blogging/Vlogging</td>
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<td>5 Weeks</td>
<td>Yearbook and Design</td>
<td>Topic 1: Spread Design&lt;br&gt;Topic 2: Using Yearbook Avenue</td>
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<tr>
<td>3 Weeks</td>
<td>Marketing and Advertising</td>
<td>Topic 1: Audience and purpose in advertising Topic 2: Effective Advertising</td>
</tr>
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Curriculum Revision Tracking

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: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 a 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.
- 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.
Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK
---|---|---|---
Early stages of the creative process visually and/or verbally in traditional or new media | Document | Understand | 2
Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design | Shape | Apply | 3
Relevant criteria to examine for a work of art or design in process | Apply | Apply | 3
Relevant criteria to reflect on a work of art or design in process | Apply | Apply | 3
Relevant criteria to plan for a work of art or design in process | Apply | Apply | 3

**Essential Questions:**
1. How do students create a quality photo?
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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Audience</td>
<td>• Angle</td>
</tr>
<tr>
<td>• Publication</td>
<td>• Center of Visual Interest (CVI)</td>
</tr>
<tr>
<td>• Purpose</td>
<td>• Contrast</td>
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<tr>
<td></td>
<td>• Exposure</td>
</tr>
<tr>
<td></td>
<td>• Lighting</td>
</tr>
<tr>
<td></td>
<td>• Rule of Thirds</td>
</tr>
<tr>
<td></td>
<td>• Shutter</td>
</tr>
</tbody>
</table>
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 the 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 a 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 a 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 a 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:** 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 doing an impression of an animal
- A non-teaching staff member jumping in the air
- A photo using leading lines
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Quality Photos</td>
<td>Aspects of Quality Photos</td>
<td>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.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Understanding Quality Photos</td>
<td>Analyzing Photography</td>
<td>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 the previous experience. The teacher will call on random students to share their thoughts/ratings and discuss.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Understanding Quality Photos</td>
<td>Publication Photo Selection</td>
<td>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.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Parts and Operations of a Camera</td>
<td>Parts of a Camera</td>
<td>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.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Parts and Operations of a Camera</td>
<td>Operations of a Camera</td>
<td>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.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Parts and Operations of a Camera</td>
<td>Camera Practice—Scavenger Hunt</td>
<td>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.</td>
<td>2-3 class periods</td>
</tr>
</tbody>
</table>
Unit 2: News Writing/Feature Writing
Blogging/Vlogging

Subject: Publications
Grade: 7-8
Name of Unit: News Writing
Length of Unit: 7 Weeks
Overview of Unit: Students will learn what news writing is and how blogging/vlogging is a form of news writing. Students will go through the writing process to create and publish a blog/vlog post for the school community. This course will explore the idea of convergence—a combination of multimedia elements all working together and accessible in one place where students are the authors of all elements—writing, photos, captions, and video.

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.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>writing with narrative, expository, and argumentative techniques</td>
<td>Develop</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>informative/explanatory writing to examine a topic with relevant facts</td>
<td>Develop</td>
<td>Create</td>
<td>3</td>
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</tbody>
</table>
informative/explanatory writing to examine a topic with examples

<table>
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<th></th>
<th>Develop</th>
<th>Create</th>
<th>3</th>
</tr>
</thead>
</table>
informative/explanatory writing to examine a topic with details

|                           | Develop | Create | 3 |
relationships between ideas and supporting evidence

|                           | Establish | Create | 3 |

**Essential Questions:**

1. How does a person communicate news to a specific audience?
2. Why is it essential to be able to communicate to 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 in order to share information that an audience needs or wants to know. It helps create an informed and well-educated community.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Analysis</td>
<td>● Byline</td>
</tr>
<tr>
<td>● Audience</td>
<td>● Headline</td>
</tr>
<tr>
<td>● Blogging</td>
<td>● Lead</td>
</tr>
<tr>
<td>● Vlogging</td>
<td></td>
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<tr>
<td>● Formatting</td>
<td></td>
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<tr>
<td>● Caption</td>
<td></td>
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<tr>
<td>● Headline</td>
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</tbody>
</table>
**Topic 1: News Writing/Feature Writing**

**Engaging Experience 1**

**Title:** News Writing - Qualities and Purpose

**Suggested Length of Time:** 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:** Students will be instructed on what makes news writing different than other types of writing by looking at examples. For one specific piece of news, they will identify the parts alongside the teacher and discuss their function. After viewing several examples and taking notes on their qualities, students will distinguish the purpose of news writing using a quality tool, with the help of the teacher. Students will then revisit their photos from Unit 1 Photography and add captions. Using these photos and captions, students will create an attention-grabbing headline and a feature story that is appropriate for the photos.

**Bloom’s Levels:** Understand, Analyze

**Webb’s DOK:** 1, 3
Topic 2: Vlogging/Blogging

Engaging Experience 1
Title: What is a Vlog/Blog?
Suggested Length of Time: 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 what a vlog/blog is, then take some time looking at and reading various vlogs/blogs of students, teachers, and famous vloggers/bloggers from around the United States. Students will discuss why vlogging/blogging is a form of news writing, then look specifically at news vlogs/blogs, analyzing the content, number of posts, quality of posts, set up, etc. These should serve as models for the next engaging experience.

Bloom’s Levels: Understand, Analyze
Webb’s DOK: 2, 3

Engaging Experience 2
Title: Making Student Vlogs/Blogs
Suggested Length of Time: 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: The teacher will model the creation of a vlog/blog while discussing appropriate vlogging/blogging etiquette and expectations. Then, students will create their own vlogs/blogs, picking appropriate formatting, color schemes, and fonts for the audience (school community) and purpose (news/feature writing). Students will revisit the feature story they wrote for Topic 1 and create a vlog post. Students will then practice commenting on each other’s posts constructively for acknowledgement and improvement. Suggested blog platform: www.edublogs.com; suggested vlog platform: www.youtube.com

Bloom’s Levels: Understand, Create
Webb’s DOK: 2, 3
### 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 choose, research/interview, and write a piece of news that is relevant and appropriate to the audience/purpose in the form 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.

**Rubric:**
[https://docs.google.com/a/parkhill.k12.mo.us/document/d/1pAYurtsB2hPHqi9M7Efc7G9eWte_ICQhmqJOsMLFKi4/edit?usp=sharing](https://docs.google.com/a/parkhill.k12.mo.us/document/d/1pAYurtsB2hPHqi9M7Efc7G9eWte_ICQhmqJOsMLFKi4/edit?usp=sharing)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is News Writing?</td>
<td>News Writing - Qualities and Purpose</td>
<td>Students will be instructed on what makes news writing different than other types of writing by looking at examples. For one specific piece of news, they will identify the parts alongside the teacher and discuss their function. After viewing several examples and taking notes on their qualities, students will distinguish the purpose of news writing using a quality tool, with the help of the teacher.</td>
<td>3 class periods</td>
</tr>
<tr>
<td>Blogging/ Vlogging</td>
<td>What is a Blog/Vlog?</td>
<td>Students will learn what a blog/vlog is, then take some time looking at and reading various blogs and vlogs of students, teachers, and famous bloggers/vloggers from around the United States. Students will discuss why blogging/vlogging is a form of news writing, then look specifically at news blogs/vlogs, analyzing the content, number of posts, quality of posts, set up, etc. These should serve as models for the next engaging experience.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Blogging/ Vlogging</td>
<td>Making Student Blogs/Vlogs</td>
<td>The teacher will model the creation of a blog/vlog while discussing appropriate blogging/vlogging etiquette and expectations. Then, students will create their own blogs/vlogs, picking appropriate formatting, color schemes, and fonts for the audience (school community) and purpose (news writing). Students will write a practice post on a teacher designated topic (a vacation spot, weekend activities in the area, etc. - something students can write pretty easily using prior knowledge). Students will then practice commenting on each other’s posts constructively for acknowledgement and improvement. Suggested blog platform: <a href="http://www.edublogs.com">www.edublogs.com</a></td>
<td>5 class periods</td>
</tr>
</tbody>
</table>
# Unit 3: 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 a 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.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early stages of the creative process visually and/or verbally in traditional or new media</td>
<td>Document</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design</td>
<td>Shape</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Relevant criteria to examine for a work of art or design in process</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Relevant criteria to reflect on a work of art or design in process</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
Relevant criteria to plan for a work of art or design in process | | Apply | Apply | 3

**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Audience</td>
<td>● Caption</td>
</tr>
<tr>
<td>● Formatting Tools &amp; Effects</td>
<td>● Image Library</td>
</tr>
<tr>
<td>● Purpose</td>
<td>● Ladder</td>
</tr>
<tr>
<td></td>
<td>● Spread</td>
</tr>
<tr>
<td></td>
<td>● Stroke</td>
</tr>
</tbody>
</table>
**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 a 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 a 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
**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 a 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 a 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
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
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spread Design</td>
<td>Design</td>
<td>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.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Spread Design</td>
<td>Good Spread Design</td>
<td>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.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Using Yearbook Design Software</td>
<td>Yearbook Design Software Introduction</td>
<td>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).</td>
<td>6 class periods</td>
</tr>
<tr>
<td>Using Yearbook Design Software</td>
<td>Writing for the Yearbook</td>
<td>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.</td>
<td>4 class periods</td>
</tr>
</tbody>
</table>
Unit 4: 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:
- 8SL2C: 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.
- 8SL2A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.
- 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.

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.
- 8W1A: 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.
- 8W1A: 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.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>appropriate presentations based on the task, audience, and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest</td>
<td>Plan</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>appropriate presentations based on the task, audience, and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest</td>
<td>Deliver</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>audibly and to the point</td>
<td>Speak</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>conventions of language as appropriate to task, purpose, and audience when presenting</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>appropriate volume</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>clear articulation</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>accurate pronunciation at an understandable pace</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>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</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>writing with narrative, expository, and argumentative techniques</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Audience</td>
<td>• Advertising</td>
</tr>
<tr>
<td>• Persuasion</td>
<td>• Slogan</td>
</tr>
<tr>
<td>• Purpose</td>
<td></td>
</tr>
</tbody>
</table>
Engaging Experience 1
Title: Audience and Purpose
Suggested Length of Time: 1 class period
Standards Addressed

Priority:

● 8SL2C: 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:

● 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 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 advertisement.

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:
- 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.

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 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
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/1mOoWsTDPh68YiEWAldqaat837horzqrFO1RFM4_CFY4/edit?usp=sharing](https://docs.google.com/a/parkhill.k12.mo.us/document/d/1mOoWsTDPh68YiEWAldqaat837horzqrFO1RFM4_CFY4/edit?usp=sharing)
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</thead>
<tbody>
<tr>
<td>Audience and Purpose in Advertising</td>
<td>Audience and Purpose</td>
<td>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 out 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 advertisement.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Effective Advertising</td>
<td>Practice Effective Advertising</td>
<td>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.</td>
<td>1-2 class periods</td>
</tr>
</tbody>
</table>
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 the 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.