

Unit 3: Theme

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **3 Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

In this course, students communicate in a variety of forms for a variety of audiences and purposes. Yearbook is journalistic in nature and allows students to participate in the production of the school yearbook. Students in this course are required to learn the basics of yearbook journalism including layout design, theme, coverage, copy-writing, graphic design, photography, finance, and advertising. Students are expected to plan, draft, and complete written and/or visual compositions on a regular basis, carefully examining their copy for clarity, engaging language and the correct use of the conventions and mechanics of written English. Students will learn the importance of working as a team to complete tasks successfully and on time. Individual responsibility is essential toward the completion of assignments for deadlines. Students will also have the opportunity to accept leadership positions and develop new skills as they build the yearbook

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective: In this unit, students will learn why every yearbook needs to have a clear and well-defined theme. Without it, a yearbook can seem like a bunch of pictures with captions and not a cohesive history of the year. Students will learn all about the concept of theme packaging the yearbook and designing the cover. Through collaboration, the staff will develop a theme that encompasses and captures the school community and design a cover to convey the theme.

Essential Questions: What is a theme? How do we create a theme? How do we capture the theme throughout the yearbook? What skills are needed to work collaboratively to complete tasks associated with the theme?

Enduring Understanding: Theme is the most crucial part of portraying the school community and creating a comprehensive yearbook.

CONTENT AREA STANDARDS

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| MA.9-12.1.2.12prof.Cr1a | Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. |
| MA.9-12.1.2.12prof.Cr1b | Organize and design artistic ideas for media arts productions. |
| MA.9-12.1.2.12prof.Cr1c | Critique plans, prototypes and production processes considering purposeful and expressive intent. |

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| MA.9-12.1.2.12prof.Cr1d | Apply aesthetic criteria in developing, refining and proposing media arts artwork. |
| MA.9-12.1.2.12prof.Cr2a | Organize and design artistic ideas for media arts productions. |
| MA.9-12.1.2.12prof.Cr3a | Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- A well defined theme is crucial to a comprehensive product that encompasses the school and community.
- The theme is not restricted to the cover alone but is an ongoing part of the yearbook creation process.
- Utilizing technology to carry the theme throughout the book is crucial.
- Collaboration in creating and incorporating the theme is key to a good production.

Procedural Knowledge

Students will be able to:

- Develop a clear, well-defined theme
- Gather relevant information for multiple authoritative print and digital sources
- Create a visual representation of the theme for the cover art
- Utilize technology to research, plan, and create a theme for the yearbook
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

EVIDENCE OF LEARNING

Formative Assessments

Teacher Observation

Teacher Feedback and Discussions

Peer Rubrics

Practical Exercises

Group Presentations

Oral/Written Assessments

Exit Tickets

Summative Assessments

Theme development rubric

Test and quizzes

Cover Art rubric

Yearbook Portfolio/Notebook

Mid Deadline Evaluations

Final Deadline Assessment

Group Presentations

Self Evaluation

RESOURCES (Instructional, Supplemental, Intervention Materials)

[Edesign](#)

[Herff Jones](#)

Google Docs

Google Slides

Yearbook Samples

Previous publications of Pegasus

INTERDISCIPLINARY CONNECTIONS

Students understanding of technology, 21st Century Life and Career standards such as critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership will lead to a cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

- Extended time
- Enrichment activities
- Preferential seating
- Online visuals and audio for individual lessons
- Pairing students for activities
- Teacher modeling
- Differentiated written and verbal responses
- Additional graphic organizers and outlines for writing assignments
- Audio versions of texts
- Integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Higher level direct questioning
- Opportunities for cross curricular activities
- Flipped Classroom
- Small cooperative groups

