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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Information Technology  |
| **Course Name** | Digital and Interactive Media |
| **Lesson/Unit Title** | Introduction to Publishing Layouts |
| **TEKS Student Expectations** | **130.307. (c) Knowledge and skills**(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:(B) employ effective verbal and nonverbal communication skills(E) demonstrate leadership skills and function effectively as a team member(G) demonstrate planning and time-management skills such as storyboarding and project management, including initiating, planning, executing, monitoring and controlling, and closing a project(5) The student analyzes and applies design and layout principles in digital media. The student is expected to:(B) identify and apply perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth(C) identify and apply principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space(E) identify and apply concepts of typography(F) identify and apply color theory |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Students will be able to:* Identify the steps needed to complete tasks
* Construct a product with the help of their teacher
* Demonstrate publishing layouts skills by creating products as individuals or in a team
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| **Rationale** | Upon completion of this assignment, the student will be able to understand the basics of page layouts and create business cards and posters. |
| **Duration of Lesson** | The lesson should take 24 hours. |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Cardstock for business cards
* Paper for posters (posters can be set up as letter size or movie poster size)
* Computers with a professional publishing layout and graphic editor applications
* Color printer
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Teacher will begin by leading a discussion with the students:* Has anyone here ever looked at or purchased a magazine, a yearbook, business card, or poster?
* What software do you think they used to create these items?
* What would they use a text document for? (Answer: Typing the text)
* Why do you think they used a professional graphic editor? (Answer: Creating graphics)
* Why do you think they used a professional page layout application? (Answer: To create the layout for the publication)

What do you think layout means? (Answer: A layout is a design plan that determines where the text and graphics will be placed on a page) |
| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Teacher will begin by giving the students the Application Desktop Student Notes.II. Then go over the Application Desktop.* There will be a quiz over the Application Desktop

III. How Do I notes -Student version and while giving the students the answers showing them how to do the steps* This should be counted as a daily grade.

IV. Teacher will give the Application Desktop Quiz.* This should be counted as a quiz grade.

V. Teacher will lead the class in the How Do I Product Practice.VI. Students will now complete the Class Ad Activity on their own.VII. Students will begin working on their product creation project under the Informal Assessment. * Their products will be the Formal Assessment.
 | * The Application Desktop Quiz Answer Key has the correct answers for the Application Desktop Quiz.
* Some answers may change depending on your version of your professional page layout application. You can have the students follow along with you on their computers.
* Application Desktop Quiz Answer Key has the correct answers for the quiz.
* Count this as a daily grade. The end design is available in EndProduct.indd.
* Count this as a quiz grade.
* The teacher will need to monitor students’ progress to ensure that they are staying on task with the various parts of the project that need to be completed.
* The products can be counted as major grades.
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| **Guided Practice \*** | The teacher will lead the class in the How Do I Product Practice. This should be counted as a daily grade. The end design is available in EndProduct.indd. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will now complete the Class Ad Activity on their own. This should be counted as a quiz grade. |
| **Lesson Closure** | The teacher will have the students complete a brief journal explaining the following:* What is a professional publishing layout application used for?
* Name two situations where it would be appropriate to use a professional publishing layout application.
* List three skills the students have learned from this lesson.
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| **Summative/End of Lesson Assessment \***  | **Informal Assessment:**Students will begin working on their product creation project. The teacher will need to monitor students’ progress to ensure that they are staying on task with the various parts of the project that need to be completed. * The students can work individually or in groups to create an original product or service.
* The students will need to pitch their ideas to secure donations from investors for their product or service (community volunteers, principals, or other teachers can be the “investors” for their products). This is similar to what aspiring entrepreneurs try to accomplish on one of today’s top reality television shows.
* The students will present their product or service to the investors with the help of posters advertising their product or service and business cards.

**Formal Assessment:**The final products of the product creation project will be business cards, a poster, and a presentation of the student’s idea.* Go over project with students (Product Service Creation Handout)
* Discuss the creation of logos (Logo Planning Sheet and Rubric). The logo planning sheet should be done individually. The work can be done together after each student has come up with his/her own idea for a logo.
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| **References/Resources/****Teacher Preparation** | * “How Do I” student notes
* “How Do I” teacher notes
* “How Do I” Product Practice
* Class Ad Activity
* Application Desktop Student Notes
* Application Desktop Quiz
* Application Desktop Quiz Answer Key
* Product Service Creation
* Logo Planning Sheet and Rubric
* Business Card Planning Sheet and Rubric
* Poster Planning Sheet and Rubric
* Presentation Planning Sheet and Rubric
* TLCHS.jpg
* Squares.gif
* EndProduct.indd
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | Students can create posters for theatre productions, organizations within the school, or upcoming events. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSATechnology Student Association |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)