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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 Media |
| **Lesson/Unit Title** | College and Career Poster |
| **TEKS Student Expectations** | **§130.307. Knowledge and Skills**1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(G) demonstrate planning and time-management skills such as storyboarding and project management, including initiating, planning, executing, monitoring and controlling, and closing a project(11) The student demonstrates appropriate project management in the creation of digital media projects. The student is expected to: 1. initiate a project, including identifying the purpose, audience, and audience needs for design plans

(B) develop a plan for a media project such as a storyboard and stage development and identify equipment and resources(C) execute and monitor and control a project along its timeline and make suggested revisions until completion of the project(D) close a project, including identifying lessons learned.(12) The student deploys digital media into print, web-based, and video products. The student is expected to:(B) incorporate various digital media products into an electronic document such as a newsletter, social media outlet, poster, or report |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Upon completion of this assignment, the student will have created document for print that offers specific information about a College/Trade school such as contact information, and details about related course studies with regards to Digital Interactive Media. **Specific Objectives:**1. Students will use editing software to make selections, add/remove layers, sample colors, move items in a layer and add text to a project.
2. Students will understand the use of selections tools and how they affect what happens to the image/layer.
3. Students will understand the various types of text manipulation in photo editing software.
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| **Rationale** | Students will have a better understanding of photo editing software and how it is used. After the conclusion of the lesson, students should able to use the information to help with the completion of future print projects. |
| **Duration of Lesson** | 3 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | **Materials Needed:*** Each student will need a copy of the College and Career Poster Assignment and Rubric
* Teacher will need a computer connected to a smart board or projector to allow students to see work as it is modeled and be able to follow along, a computer with photo editing software, an internet connection, a scanner, and access to a color printer
* Each student will need a computer with photo editing software, an internet connection, a scanner, and access to a color printer

**Instructional Aids:*** College and Career Project
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Begin by discussing the purpose and usage of photo editing that this lesson is an extension to the Photo Editing Basics and Career Exploration Lessons, and that they will draw on these lessons to aid in the completion of their poster. A quick Q&A session, used as a review of basic topics (Selection tools, Color matching, resolution requirements, adding layers, etc.) should be used to reinforce previously covered skills.  |
| **Direct Instruction \*** | **Photo Editing Basics Overview:** Review the following concepts: 1. Purpose of photo editing software
2. Moving objects
3. Making selections
4. Adding layers
5. Sampling colors
6. Copying selections into new layers/projects
7. Adding and subtracting from selections
8. Saving files in a variety of ways

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Guided Practice \*** | **College and Career Poster Assignment**: Students will be provided with the College and Career Poster Assignment sheet and Rubric to complete on their own. They will use a combination of existing images and personal images to complete the project and then compare and contrast them against their classmates. Specifically, they will:1. Combine images from a variety of files and manage layers properly
2. Create custom printable posters detailing a specific College or Career that includes important information

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:* * A refresher or follow-up tutorial will be used to reinforce previously learned information. Absent students may require additional one-on-one tutorial, or they can collaborate with students around them that were present for clarification and help
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Lesson Closure** | Students will take all of the reviewed information from the lesson and use it to complete the project. A quick Q&A with regards to the vocabulary and the assignment may be used to check for understanding. |
| **Summative/End of Lesson Assessment \***  | * Periodic checks for understanding
* College and Career Project
* Class evaluation and discussion

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **References/Resources/****Teacher Preparation** |  |
| **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) | In the event that students finish early teachers may allow them to assist other students, or they could work together to formulate ideas about other projects that they could use these skills to complete. As the assignment has a small timeframe for completion, allowing for collaborative interaction should fill any remaining completion time gaps. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, Technology Student Association (TSA) |
| **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)