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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** | Principles of Information Technology |
| **Lesson/Unit Title** | Design Principles  |
| **TEKS Student Expectations** | **130.302. (c) Knowledge and Skills**(3) The student uses evolving and emerging technologies to exchange information. The student is expected to:(C) demonstrate effective Internet search strategies, including keywords and Boolean logic, using various available search engines;(7) The student applies word-processing technology. The student is expected to:(A) identify the terminology associated with word-processing software;(B) edit a variety of text documents using functions such as pagination, appropriate white space, tab settings, and font style, size, and color; and(C) create professional documents such as memorandums, technical manuals, or proposals using advanced word-processing features.(12) The student applies design and web publishing techniques. The student is expected to:(B) identify and explain design elements such as typeface, color, shape, texture, space, and form;(C) identify and explain design principles such as unity, harmony, balance, scale, and contrast; |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Performance Objective:**Upon completion of this assignment, the student will be able to create a well-designed desktop publishing document that incorporates the four design principles and adheres to proper publishing guidelines for typeface choice.**Specific Objectives:*** List and describe characteristics of the four design principles
* Define the four design principles
* Identify publishing techniques that demonstrate the four design principles
* Classify webpage designs according to the design principles demonstrated
* List categories of font styles
* Describe characteristics of categories of font style
* Identify publishing guidelines when choosing font styles
* Identify techniques for font formatting for printed and electronic publications
* Create desktop publishing documents that incorporate design principles and guidelines for font style
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| **Rationale** | Students must craft their technical skills to become part of the evolving technology world. Exchange of information, publishing, research, and day-to-day living requires high-levels of performance in technology. |
| **Duration of Lesson** | 6 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:*** Design Principles Notes Organizer
* Activity #1 Instruction Sheet and scoring rubric
* Font and Typeface in Design Notes Organizer
* Activity #2 Instruction Sheet and scoring rubric
* Activity #3 Instruction Sheet and scoring rubric
* Design Principles and Font Guidelines Exam
* Design Principles and Font Guidelines Exam KEY

**Materials Needed:*** Copies of Organizers, Instruction Sheets, and Exam

**Equipment Needed:*** Computers with Internet access for individual student use
* Desktop Publishing software
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Have students browse through printed documents (such as newspapers, magazines, flyer advertisements, etc) and choose one that they think is “good” and one they think is “bad”. Have students bring their documents to class the next day.**SAY, “**Have you ever been flipping through a magazine and saw a‘dumb’ advertisement? Not necessarily because of what it said, but maybe just because of the way it looked at first glance?”**SAY, “**Have you ever been flipping through a magazine and saw a‘cool’ advertisement? Not necessarily because of what it said, but maybe just because of the way it looked at first glance?”**SAY, “**Have you ever wondered what made that advertisement‘dumb’or what made it ‘cool’?”Ask a few of the students to stand up and show off the documents they brought to demonstrate their idea of “good” and “bad”. Ask them to name at least one thing that makes it good or bad in their opinion.Optional: Have two students make lists on the board of the things the students say as being “good” and “bad”. |
| **Direct Instruction \*** | **Outline:**

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| 1. Students list the four design principles
2. Students define the four design principles
3. Students list characteristics of and identify publishing techniques that demonstrate the four design principles
 | If necessary, Instructors are recommended to make a PowerPoint presentation in conjunction with the outline.Introduce the four design principles. Speaker notes are provided to aid the instructor with content. Hand out the Design Principles Notes Organizer (1) per student to aid them in note taking. Encourage the students to comment and discuss the issues. |
| **Activity #1:** Also listed in guided practice below1. Students classify webpage designs according to the design principles demonstrated
 | Explain Activity #1, or hand out the Activity #1 Instructions and scoring rubric document. |
| 1. Students list categories of font styles
2. Students describe characteristics of font style categories
3. Students identify publishing guidelines when choosing font styles
4. Students identify font formatting techniques for printed and electronic publications
 | Introduce font guidelines. Hand out the Font and Typeface Notes Organizer (1) per student to aid them in note taking. Encourage the students to comment and discuss the issues.  |
| **Activity #2:** Also listed in guided practice below | Explain Activity #2, or hand out the Activity #2 Instructions and scoring rubric document. |
| **Activity #3**: Also listed in Independent Practice below1. Students create desktop publishing documents that incorporate design principles and font style guidelines
 | Instructor should demonstrate how to use the word processing program or the desktop publishing program to create documents incorporating text and graphics.Hand out the Activity #3 instructions and scoring rubric document. Review the instructions for the assignment and the grading criteria. |

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| **Guided Practice \*** | **Activity #1**Explain Activity #1 or handout the Activity #1 Instructions and scoring rubric document. Students will use the Internet to locate web pages that represent the four design principles. They will create a document with screen snapshots of the web pages and justify why they classified that webpage as representative of that design principle.As students browse the Internet and create their documents, instructor should walk around to offer feedback and reteach concepts to individuals as needed.**Activity #2**Explain Activity #2, or hand out the Activity #2 Instructions and scoring rubric document. Students will edit the document created in Activity #1 by identifying the categories of font style(s) used on the web pages displayed in the screen snapshots.As students edit their documents, instructor should walk around to offer feedback and reteach concepts to individuals as needed. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Activity #3**Students create desktop publishing documents that represent the four design principles as well as adhere to the font guidelines. |
| **Lesson Closure** | In pairs, have students write down the lists of items from the Introductory activity and categorize the “good” and “bad” by placing them into groups according to the design principles or font guidelines. Ask different students to share some of their thoughts with the class. |
| **Summative/End of Lesson Assessment \***  | **Informal Assessment**Discussion comments during introduction of design principles and font guidelinesGuided practice activities**Formal Assessment** Activity #3: Creation of desktop publishing documents. Use scoring rubrics to grade.EXAM: Questions over the design principles and font guidelines |
| **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) | Have students locate a poorly designed yellow pages ad from the phone book and use a word processing program or desktop publishing program to redesign the ad so that it adheres to all four design principles as well as the font style guidelines. |
| **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)