Design Concepts Lesson Plan 2

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Lesson Title: Introduction to typography

Introduction: (Short description to introduce the lesson.)
This unit has been designed for high school students entering Journalism 2 and 3 as an introduction to design concepts for print media. The students are 10th through 12th graders at a school with a tradition of excellent school newspapers, so they go into this class knowing the stakes are high. Students enrolled in this class will already have produced content for both the school newspaper and the school news website.

Content Area and Grade or Age Level of Students: This lesson is for 10-12 grade students enrolled in Journalism 2 and 3.

Objectives: (What will the students know or be able to do after completing the lesson?)
The students will be aware of the typography concepts and effects on design

Standards Addressed: (what national, state or local standards are being addressed with this lesson? The focus should always be on content area standards.)

California CTE Standards Arts and Media Pathway
Communications Strand
(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Timeline: (How much time will be required to complete the lesson?)
1 class period

Materials: (List or describe the materials to be used in the lesson)
Classroom computers
Side-by-side typography examples both good and bad. This will show students why certain typography can be effective while others can be distracting.

Typography example/worksheet image. This will be used to introduce their design tasks for the
Learning Activities: (Describe the tasks to be completed by the student(s))

Intro:
Show side-by-side examples of good and bad uses of typography. Discuss what makes something good or bad.

Direct Instruction:
Students will take notes on typography concepts
Show the example image and pass out worksheet that explains the typography assignment

Practice/Group Task:
Students will work in pairs using the computers to complete the typography assignment

Assessment: (Explain how the learning objectives will be assessed. This might be a quiz, test, or project based assessment, for example. The assessment does not need to be attached. Just explain your assessment plan.)

Students will present their design to the class. Students will be assessed on how well their typography represents their design.

Adaptations for Learners with Special Needs: (what modifications could be implemented to meet the needs of ELL learners or those with learning/physical disabilities?)

If needed, students will be paired up to help students with special needs accomplish the learning activities.