**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

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| **Instructor’s name: CERMANSKI** | **Course/Grade: Yearbook** |
| **Week of: August 17 to 26, 2015** | **Unit Name: Introduction to Yearbook/Principles and Elements of Design** |

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| ***(1A)\**Essential Question(s):**   * **What skills are necessary to create a school yearbook?** * **What computer programs are necessary to create the yearbook?** * **What are strengths/weaknesses of past yearbooks? What could be improved?** * **What are design elements of photography?** | ***(1A/1B)* Connections (prior/future learning):**   * **Students have likely purchased a yearbook sometime in their student career** * **Students have seen other creative publications similar to a yearbook** |
| ***(1A)* Common Core/State Standards: NMVA—1, 4, 5** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**   * **Students needing help will get one-on-one assistance** | ***(1D)* Resources/Materials:**  **Teacher: PowerPoint on Design Elements, Edmodo**  **Students:** |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand?**  **Daily: Participation in class activities**  **This Week: Finished photographs** | |

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|  | ***(1B)* Lesson activities for instructor and students, *(1F)* Embedded Formative Assessment,** |
| MONDAY august 17  ***(1C)* Learning Target: TSW learn about the class procedures. TSW know this when he/she correctly responds to cold calling about procedures.**  ***(1C)* Do Now:** | 1. Get to know each other activity—Interviews—Name, grade, something exciting from the summer, why you are taking yearbook class, favorite band? 2. Pass out syllabus 3. Explain class 4. Students fill out what kind of camera they have 5. Look at yearbook in small groups and answer questions: 6. What do you like about this yearbook? 7. What do you think about the covers? 8. Layout of photos? 9. Quality of photos? 10. What could be improved?   Homework: Bring flash drive and camera/picture phone ASAP!  (***1F)*Embedded Formative Assessment: Cold call on procedures**  ***(1B)*Closing Activity: Review homework** |
| TUESDAY august 18  ***(1C)* Learning Target: TSW learn about the design elements of photography. TSW know this when he/she can explain each of the elements correctly and finds examples of each.**  ***(1C)* Do Now: Join Edmodo! See code and website on board.** | 1. Write down elements and principles on board! 2. Tell students about class shared folder—save all docs in jpeg and original file format 3. Have students join Google Classroom 4. Show Photography Design Elements PowerPoint (stop after color) 5. Handout assignment and list of elements/principles 6. Show students how to search in google classroom 7. Students work in groups and find examples of principles/elements—10 elements/principles 8. Work on assignment   (***1F)*Embedded Formative Assessment: Accurately find examples of elements of design**  ***(1B)*Closing Activity: Review elements of design** |
| WEDNESDAY august 19  ***(1C)* Learning Target: TSW learn about the design principles of photography. TSW know this when he/she can explain each of the principles correctly and finds examples of each.**  ***(1C)* Do Now: Talk to the person sitting next to you about the principles and elements of design and find 3 examples in the classroom.** | 1. Review principles of design 2. Group Presentations 3. Hand out photo shooting assignment 4. Work on assignment 5. Check out cameras?   Homework: Bring Cameras for in-class photo shoot! Photo-shoot #1 Elements & Principles of Design  (***1F)*Embedded Formative Assessment: Accurately find examples of principles of design**  ***(1B)*Closing Activity: Review homework** |
| THURSDAY august 20  ***(1C)* Learning Target: TSW learn how to use digital cameras and focus on elements and principles of design in photo-shoot. TSW know this once he/she has taken 5 photos of exemplary elements/principles of design.**  ***(1C)* Do Now: Take out camera and homework assignment.** | 1. Demonstrate use of cameras 2. Photo shoot during class (homework). Explain importance of looking closely (details of sidewalk, wall, nature, people, etc.) 3. Check out/share cameras 4. Start downloading photos   (***1F)*Embedded Formative Assessment: Observe students correctly shooting elements & principles of design**  ***(1B)*Closing Activity: Review homework** |
| FRIDAY august 21  ***(1C)* Learning Target: TSW learn how to actively participate in a photo critique. TSW know this once he/she has made several strong comments.**  ***(1C)* Do Now: Upload photos to shared class folder** | 1. Students present photos (critique)   (***1F)*Embedded Formative Assessment: Critique of homework**  ***(1B)*Closing Activity:Review elements of design** |

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| \*Refers to NMTEACH Rubric:  1A-Demonstrating knowledge of content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-Designing student assessment | Formative Assessment includes, but is not limited to:  Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment. |