I. PRELIMINARY INFORMATION:

A. CLASS: ..... Graphic Communications
B. TITLE OF UNIT: ..... Screen Printing
C. TITLE OF LESSON: ..... Stencil Systems
D. MLO/COMPETENCY FOCUS: .....
E. DATE & TIME: ..... –
F. WEEK OF INSTRUCTION: ..... 2nd Qtr, 2nd week
G. INSTRUCTOR: .....
H. ADDITIONAL INFORMATION: .....

II. EXTERNAL ALIGNMENT:

*(Which **external standards** are driving our objectives? State core academic standards? National core academic standards? State or national technical/clinical standards? While we may identify the organizational name and number here, we must KNOW the spirit of the standard, and ensure we are actually teaching and assessing the standard (and not merely listing the standard's number.)*

(use this column for course evaluation / improvement suggestions)

(Standard Source)	*(Specific Standard Set & Number)*
MO Show-Me Stds:	*The student will fully prepare the artwork to be printed on the substrate.*

III. STUDENT PERFORMANCE OBJECTIVES:

*(**Objectives** must drive the content, which in turn drives the student assessment. All three must be consistent (verb levels & domains). If this is accomplished, the curriculum is said to possess Internal Alignment.)*

*(**OBJECTIVES** → content → assessment = Internal Curriculum Alignment)*

Psychomotor:

(what do we want the students to "do"....how/where, what, how well?)

The student will prepare all pre press work for a silkscreen job. (per instructor). They will generate a job ticket to specify print size, colors and placement. Create color separations and consider color trapping and white block if necessary.

The student will output film or vellum separations to include registration marks, color information and quality control targets. Align positives on screen using correct placement and orientation.

The student will determine correct screen exposure based on emulsion, screen type, positive material, and toner density.

The student will wash out image area of stencil. Evaluate stencil quality and identify if screen is under or over exposed.

Cognitive:

(what do we want our students to "know"....how/where, what, how well?)

The student needs to know how to fill out all specifications on the job ticket so anyone can look at the ticket at any stage of the job and understand where the job is in production.

The student must know how to output film and know to include all registration marks and reproduce a clean emulsion to use in production.

The student will expose the film at the correct time and know how to wash out image area entirly clean (see back light).

Affective:

(how do we want the students to "feel and appreciate"....how/where, how measured?)

IV. TEACHING METHODS AND TECHNIQUES:

(Category)	*(Specifics)*
Peer/Group Interaction	*Work order—I typically do this in the beginning of the year (3rd week or so) In order to get a grade students must always turn in a job ticket on every project. 1st we go through each part of the work order. (see sample) Have students fill out a work order. Then give to another student and begin working on the project. The next day have that student give it back to the original student to find out how well they communicated on the work order.*
Demonstration	*Output film—Show class what sample film positive look like pointing out multiple color separations, register marks, trapping, overprint, spead, choke. Then demonstrate how to use the print dialog box, how to separate colors, access only colors needed, access color information and register marks etc…*
Demonstration	*Wash out emulsion—First review spraybooth safety. then show small groups how to use the power sprayer. Go over every step from turning on and off including the water and reveiving the pressure from the hose. Demonstrate how to hold the sprayer (direction).*
Other:	

V. RESOURCES REQUIRED:

(Category)	*(Specifics)*
Handouts	Work order See Sample
Text Book	Graphic Communications, Chapter 20, www.pneac.org
Outside Refefernces	Ryont Blue Binder, Ryont DVD's Presentation

Other: Visuals, various frame sizes, mesh counts, substrates, and emulsions.

VI. INTRODUCTION:

(GRAB their attention by tying to previous lessons, occupational experiences, "stories," etc...)

Using visuals to get the students attention.

VII. CONTENT:

*(objectives → **CONTENT** → assessment = Internal Curriculum Alignment)*

(the "heart" of one's presentation...use an outline if that may keep us from reading to the students. The outline should provide enough information to lead the delivery)

Work order, Output film, Washout emulsion

VIII. SUMMARY:

(summarize major points, as well as tie to future lessons...)

Work order, Output film, Washout emulsion will all make the final print jop print well.

IX. STUDENT PERFORMANCE ASSESSMENTS:

*(objectives → content → **ASSESSMENT** = Internal Curriculum Alignment)*:

Psychomotor:

(assess our students' "doing" ability as they'll be "assessed" in the workplace...real world...based on Student Objectives)

Students will be evaluated on completely filling See hands wor out all job specs on work order. See Work Order.

Students will be evaluated on their performance and including at least 2 register marks and film art.

Students will be evaluated on how clean the image area is in the emulsion and that each emulsion was aligned properly.

Cognitive:

(assess our students' "knowing" ability as they'll be "assessed" in the workplace...real world...based on Student Objectives)

Writing complete sentences students will complete Quiz (3). See Instructor

Affective:

Each student is evaluated verbally about work order, outputing film positives and exposing and washing out image.

X. ASSIGNMENTS *(reinforce major lesson components))*:

Group Activities: Evaluated individually See Evaluation

(select)

XI. RELEVANCE TO FUTURE LESSONS:

(tie to future lessons, courses, levels, etc.)

Filling out work order completly, outputing film positives, exposing and washing determine how well the final print will turnout.

XII. LESSON/COURSE EVALUATION:

(Which part of this lesson worked? What didn't? How can we improve this lesson, unit, course? Make notes now to initiate the course evaluation/improvement process...)