

I. PRELIMINARY INFORMATION:

- A. **CLASS:** Graphic Communications
 B. **TITLE OF UNIT:** Screen Printing
 C. **TITLE OF LESSON:** Clean-up process
 D. **MLO/COMPETENCY FOCUS:**
 E. **DATE & TIME:** —
 F. **WEEK OF INSTRUCTION:** 2nd Qtr, 3rd 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 clean up silkscreen shop area, tools, materials, put away, machines are clean and everything meets safety guidelines.*

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 clean-up the Screenprint area in the shop. Using the following steps to checked off

1. *Remove ink clean & store squeegee(s).*
2. *Remove ink from screen; store or dispose of ink as specified by Material Safety Data Sheets (MSDS).*
3. *Clean additional auxiliary equipment as needed.*
4. *Remove frame from press.*
5. *Select/use appropriate chemistry and washout equipment to reclaim stencil. Use personal protection safety equipment*
6. *Inspect screens to ensure they are reusable.*
7. *Complete de-hazing procedures to ensure usability.*
8. *Properly store screen.*

Cognitive:

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

The student needs to know and identify different types of cleaning and reclaiming applications.

The student needs to understand cleaning and vocabulary vocabulary. See/Learn list (vocabulary sheet)

Affective:

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

The student must take pride and appreciate a clean shop and ability to work in it.

The student will organize the shop to ongoing make it better.

IV. TEACHING METHODS AND TECHNIQUES:

(Category)

(Specifics)

Education Field Trip

Demonstration

Peer/Group Interaction

Demonstrate the silkscreen clean up and explain each step.

Follow-up the demonstration with each student/teams.

Other:

V. RESOURCES REQUIRED:

(Category)

(Specifics)

Handouts

Work order See Sample, Vocabulary list

Text Book

Graphic Communications, Chapter 20,
www.pneac.org

Outside References

Ryont Blue Binder, Ryont DVD's Presentation

Other:

VI. INTRODUCTION:

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

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)

The student will complete the following steps to complete clean up.

1. Remove ink clean & store squeegee(s).
2. Remove ink from screen; store or dispose of ink as specified by Material Safety Data Sheets (MSDS).
3. Clean additional auxiliary equipment as needed.
4. Remove frame from press.
5. Select/use appropriate chemistry and washout equipment to reclaim stencil.
Use personal protection safety equipment
6. Inspect screens to ensure they are reusable.
7. Complete de-hazing procedures to ensure usability.
8. Properly store screen.

VIII. SUMMARY:

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

The student will clean up silkscreen shop area, tools, materials are put away, machines are clean and everything meets safety guidelines. Everything will be ready for the next silkscreen job.

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 by the list being checked off and instructor will sign off.

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 a reclaim quiz (See study guide and (Quiz 6)

Affective:

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

Group Activities: Evaluated individually by the instructor
(select)

XI. RELEVANCE TO FUTURE LESSONS:

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

In order to work effeciently and be able to complete jobs timely we must keep the shop
clean,

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...)