

I. PRELIMINARY INFORMATION:

- A. **CLASS:** Graphic Communications
 B. **TITLE OF UNIT:** Screen Printing
 C. **TITLE OF LESSON:**.....
 D. **MLO/COMPETENCY FOCUS:** Quality Control
 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: *Quality Control must occur all along the entire screenprint process beginning to the end.*

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 apply the following quality control items when silkscreening and maintain and quality piece. All apply.

1. *Demonstrate block out process.*
2. *Determine if ink is cured.*
3. *Identify process to remove finger prints and/or spots.*
4. *Verify correct image placement and colors.*
5. *Verify print density and clarity.*
6. *Verify registration.*

Cognitive:

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

The student The student will know what how to maintain quality control of the screenprint job throughout the silkscreen process. They will know key terms and how to apply them to screen a quality screen job.

Affective:

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

The student will know what quality is to maintain a good print throughout the screenprint process.

IV. TEACHING METHODS AND TECHNIQUES:*(Category)**(Specifics)*

Education Field Trip

Demonstration

Begin by demonstrating the blackout application. Follow-up the demonstration with student/teams finishing the blackout process.

Demonstration

Demonstrate how to check or determine if a ink is dry/cred. Then have students demonstrate. Demonstrate how to remove spots by using the sspot remover.

Other: Demonstrate the following when printing, when shirt sizes change and at the end prior to folding.

- 4. Verify correct image placement and colors.*
- 5. Verify print density and clarity.*
- 6. Verify registration.*

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 maintain quality throughout the silkscreen process.

1. Demonstrate block out process.
2. Determine if ink is cured.
3. Identify process to remove finger prints and/or spots.
4. Verify correct image placement and colors.
5. Verify print density and clarity.
6. Verify registration.

VIII. SUMMARY:

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

To maintain quality each step must be checked throughout the silkscreen process.

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 quiz (See study guide and Quiz)

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 always check
quality ongoing.

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...)