Fayol Inc. 0547824419

SECOND TERM

WEEKLY LESSON NOTES

WEEK 5

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| **Week Ending:** 09-02-2024 | | **DAY:** | | **Subject:** Computing | | | | |
| **Duration: 6**0mins | | | | **Strand:** Productivity Software | | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Introduction To Desktop Publishing | | | | |
| **Content Standard:**  B9.2.3.1. Critique a Desktop Published Document | | | **Indicator:**  B9.2.3.1.3 Evaluate a desktop published document | | | | | **Lesson:**  1 of 2 |
| **Performance Indicator:**  Learners can evaluate a desktop published document | | | | | **Core Competencies:**  CC8.2: CP6.1 | | | |
| **New words** | Appropriateness, Mechanics, layout, Design | | | | | | | |
| **Reference:** Computing Curriculum Pg. 48 | | | | | | | | |
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| **Activities For Learning & Assessment** | | | | | | **Resources** | **Progression** | |
| ***Starter (5mins)***  Begin the lesson by displaying two contrasting desktop published documents on the screen—one that is well-designed and another with clear room for improvement.  Ask learners to discuss with a partner what stands out to them in terms of layout, color usage, mechanics, and overall effectiveness.  Encourage them to use specific examples.  Share performance indicators and introduce the lesson.  ***Main (35mins)***  Provide handouts with specific criteria for evaluating desktop published documents, including the position of text and images, general layout, use of color, mechanics, and appropriateness for the intended purpose.  Discuss each criterion, providing examples to illustrate.  Choose one document for a guided evaluation as a class.  Discuss each criterion collectively, allowing learners to share their observations and insights.  Assign each student a different document for evaluation.  Provide a handout with evaluation questions based on the criteria.  Instruct learners to assess the assigned document independently.  Assessment   1. Considering the document you evaluated, discuss with your partner how the position of text and images contributes to the overall flow and visual appeal. Can you identify specific examples where adjustments could enhance the document's layout? 2. Evaluate the use of color in the document. How does the choice of colors align with or detract from the intended purpose? Share your thoughts on whether alternative color schemes could improve the document's impact. 3. Examine the mechanics of the document, focusing on elements such as punctuation, spelling, italics, and capitalization. Identify areas where improvements could be made for clarity, professionalism, and readability. 4. Reflect on the appropriateness of the document's design for its intended purpose. Were there elements that seemed out of place or did not align with the document's goal? Discuss how a more suitable design could better convey the intended message.   ***Reflection (10mins)***  Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | | | Pictures and videos  Computers with desktop publishing software  Sample desktop published documents | Evaluating a desktop published document | |
| **Homework/Project Work/Community Engagement Suggestions** | | | | | | | | |
| * Evaluate the use of color in the document. How does the choice of colors align with or detract from the intended purpose? Share your thoughts on whether alternative color schemes could improve the document's impact. * Examine the mechanics of the document, focusing on elements such as punctuation, spelling, italics, and capitalization. Identify areas where improvements could be made for clarity, professionalism, and readability. | | | | | | | | |
| **Cross-Curriculum Links/Cross-Cutting Issues** | | | | | | | | |
| None | | | | | | | | |
| **Potential Misconceptions/Student Learning Difficulties** | | | | | | | | |
| None | | | | | | | | |

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| **Duration: 6**0mins | | | | **Strand:** Productivity Software | | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Introduction To Desktop Publishing | | | | |
| **Content Standard:**  B9.2.3.1. Critique a Desktop Published Document | | | **Indicator:**  B9.2.3.1.3 Evaluate a desktop published document | | | | | **Lesson:**  1 of 2 |
| **Performance Indicator:**  Learners can learn to critically evaluate desktop published documents based on various criteria such as text and image positioning, layout, use of color, mechanics, and appropriateness of design for the intended purpose. | | | | | | **Core Competencies:**  CC8.2: CP6.1 | | |
| **New words** |  | | | | | | | |
| **Reference:** Computing Curriculum Pg. 48 | | | | | | | | |
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| **Activities For Learning & Assessment** | | | | | **Resources** | | **Progression** | |
| ***Starter (5mins)***  Provide students with a list of specific elements to find within the sample documents, such as effective use of color, clear text positioning, or appropriate design for the purpose.  Allow students to explore the documents individually or in small groups to identify the specified elements.  Facilitate a brief class discussion on their findings, encouraging them to share what caught their attention.  Share performance indicators and introduce the lesson.  ***Main (35mins)***  Evaluate the assigned document using, but not limited to the following criteria: position of text and images, general layout of the document, use of colour, mechanics (punctuation, spelling, italics, capitalization, etc.), and appropriateness of the design for the intended purpose.  Discuss the importance of evaluating documents in various contexts, such as school assignments, professional reports, or informational brochures.  Introduce the key criteria for evaluation: text and image positioning, layout, use of color, mechanics, and appropriateness of design for the intended purpose.  Display a specific document on the board or share it digitally for the class.  Discuss and analyze each criterion with the students, asking questions such as:   * "How is the text positioned in relation to the images?" * "Does the layout make it easy to follow the information?" * "How does the use of color contribute to the overall design?" * "Are there any punctuation, spelling, or capitalization errors?"   Distribute the evaluation criteria checklist to each student or group.  Provide additional documents for evaluation.  Ask students to work individually or in groups to evaluate the assigned document based on the criteria.  Encourage them to discuss their assessments with peers and provide constructive feedback.  ASSESSMENT   1. Why is it important to consider the positioning of text and images in a desktop published document? 2. How does the use of color contribute to the overall design and effectiveness of a document? 3. What role do mechanics (punctuation, spelling, etc.) play in the professionalism of a document? 4. Why is it crucial for a document's design to align with its intended purpose?   ***Reflection (10mins)***  Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | | Pictures and videos.  Sample desktop published documents (ensure a variety with different layouts, designs, and purposes). | | Evaluating desktop published documents based on various criteria such as text and image positioning, layout, use of color, mechanics, and appropriateness of design for the intended purpose | |
| **Homework/Project Work/Community Engagement Suggestions** | | | | | | | | |
| * Why is it important to consider the positioning of text and images in a desktop published document? * How does the use of color contribute to the overall design and effectiveness of a document? * What role do mechanics (punctuation, spelling, etc.) play in the professionalism of a document? * Why is it crucial for a document's design to align with its intended purpose? | | | | | | | | |
| **Cross-Curriculum Links/Cross-Cutting Issues** | | | | | | | | |
| None | | | | | | | | |
| **Potential Misconceptions/Student Learning Difficulties** | | | | | | | | |
| None | | | | | | | | |