

INSTRUCTOR TEMPLATE FOR CURRICULUM CUSTOMIZATION FOR LEARNERS FROM SPECIAL POPULATIONS

Task:	<u>Font Types used in Graphic Publications</u>
Performance Objectives:	When given the “feel” of a publication, select appropriate fonts to best convey the feeling to the specified audience.
Criterion Reference Measure:	Using various publishing software applications, select appropriate fonts for publications.
Student Learning Needs:	Suzie: Visual impairment/blindness. John: Difficulties with visual skills in perception, reading, and comprehension

Learning Activities (Steps in Lesson)	Group Instruction Plans	Accommodations for Suzie	Accommodations for John
<ol style="list-style-type: none"> 1. Identify major classes of font types (serif, sans serif, script). 2. Match font types with specified document “feel” (formal, casual, playful, serious, professional, informal, etc.). 3. Compare/contrast applications of various font types across a publication to determine appropriateness. 4. Classify fonts by type and “feel”. 5. Complete quiz. 6. Apply fonts to various graphic publications. 	<ol style="list-style-type: none"> 1. Use overhead/LCD projector to display vocabulary, notes, and examples relative to lesson; also use computers to display actual fonts. 2. Use overhead/LCD projector to compare/contrast applications of various font types across a publication using prepared slides. 3. Show various fonts to students and have them classify according to type and “feel”. 4. Have students complete a computer-based quiz. 5. Assign various graphic design projects to students to evaluate application of knowledge. 	<ol style="list-style-type: none"> 1. Visual modification: Instructor or other person creates a set of 3-D flashcards for major fonts/font types (lettering should be the actual font name; i.e., serif examples could be “Times New Roman”, “Bookman Old Style”, “Courier New”, etc.; sans serif examples could be “Arial”, “Tahoma”, “Impact”, etc.; and script examples could be “Marigold”, “Ornaldi”, etc.) This will allow a blind student to identify and classify fonts by touch. 	<ol style="list-style-type: none"> 1. Instructor creates notes/ enlarged flashcards from PPT slides (printed in slide format vs. notes or handout format). 2. Instructor highlights key terms/concepts in another color. 3. Using highlighting, have related instructor (teacher aide, peer tutor, special education teacher, reading teacher) assist student in reading notes.
Materials and Resources		Resources for Suzie	Resources for John
<ol style="list-style-type: none"> 1. Overhead/LCD projector 2. PowerPoint transparencies/slide show 3. Computers 4. Computer-based quiz 5. Graphic design projects – problem statements, solution criteria/requirements, deadline/timeline statements, and grading rubrics 		<ol style="list-style-type: none"> 1. 3-D flashcards 2. Career and Technology instructor 	<ol style="list-style-type: none"> 1. Formatted notes 2. Career and Technology instructor 3. Related instructor (teacher aide, peer tutor, special education teacher, reading teacher)
Group Evaluation Procedure/Techniques		Evaluation for Suzie	Evaluation for John
Group Evaluation <ol style="list-style-type: none"> 1. Written quiz on font types (computer-based) 2. Apply fonts to graphic publications 		Student uses flashcards to complete quiz and as a reference set for application activities.	Print hard copy of quiz with an enlarged font. Have related instructor (teacher aide, special education teacher, reading teacher) assist student in reading questions or Career and Technology instructor gives an oral quiz with no other students present.