

NOTE: Today is a computer lab lesson. Make sure you have signed up for the computer lab in advance.

TITLE OF LESSON

Geometry Unit 1 Lesson 35 – Group Project: Create a Rubric  
*Prove it! What's on the outside? What's on the inside? Of Geometry*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Geom  
NETS for Students 1-5

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MATERIALS

**Guided Rubric** – Teacher Page

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LESSON OBJECTIVES

- To begin to demonstrate understanding of the basic tools in Photoshop to use them to create a pleasant/creative/interesting visual presentation
  - To use layers and layer placement to enhance the relationship among shapes
  - To understand how criteria is used in the evaluation process
  - To create a rubric to determine the quality of their final Photoshop project
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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded work and have students place in the appropriate sections of their binders.
  - 2) [Agenda](#) – Have students copy the agenda.
  - 3) [Rubric Design](#) – (15 to 30 minutes) To begin class today, students, with your guidance, will design the rubric for their project. Some students may not have participated in designing rubrics before, so this could take some time to get through. Give students the freedom to talk through disagreements and questions, but the whole process shouldn't take more than 30 minutes.
  - 4) What is a Rubric – Check first if students know what a rubric is and can explain it. If not, explain that technically, a rubric is a table of sorts, but in education, it's a table that's used for assessments. It's a more complete and understandable means of assessing work because it isolates the categories of the work that will be assessed and spells out how they will be assessed. They have used rubrics before for essays and peer evaluations.
  - 5) Volunteer Writer and [Notetaking](#) – Begin your class rubric by having a student volunteer copy down everything that is done on the board (unless you can do this on a computer with a projector) to give you at the end of class. Make sure all students know that this is how their projects will be graded, so they should all copy down everything that is written.
  - 6) [Guided Rubric](#) – If your students are new to creating a rubric and need more guidance, please use the Teacher Page, **Guided Rubric**.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Computer Protocol – Remind them that they should save frequently, as you will not be responsible for any lost work. Ask them, before they get back to their projects, about some differences they've noted between Paint and Photoshop. Which is more difficult? Which gives them more options? Some may find that although Photoshop is more complex, it's actually easier to use, once you're familiar with it, than Paint because you have absolute control. They may not have the experience yet to know this.

2. Group Work – Students should be working diligently throughout class today, though they may have many questions. Encourage them to check their references before they ask you questions.
  3. Clean Up – Before the end of the period, have students save everything, shut down their computers, clean up workstations, and push in their chairs.
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HOMEWORK

None

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GROUP ROLES

Recorder – Your job is to make sure to document your group process by recording what you do to create or define each shape.

Illustrator – Your job is to manage the overall appearance of your group's image. You will be the designer for the project.

Researcher – Your job is to find any images your group doesn't have and to check details about geometric shapes.

Help Desk – Your job is to find/figure out, ideally using Photoshop Help and reference sheets you've gotten in class, how to do anything (within reason) that your group wants to do.

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DOCUMENTATION FOR PORTFOLIO

None