



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 5: Information Technology

INTRODUCTION

Annotation:

In this unit students will learn what makes a good presentation by using PowerPoint and how to avoid presentation mistakes. The lesson will emphasize key points that separate between effective and ineffective presentations and in the Culminating Performance Task students will create their own PowerPoint presentations on their CTAE program areas or other topic as assigned by the teacher.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

1 hour class discussion plus 3 or more hours of lab work

Authors:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards:

CTAE-FS-5

Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

UNDERSTANDING & GOALS

Enduring Understandings:

Students will understand the importance of creating effective presentations. They will be able to take a topic or assignment and use presentation software to present information effectively.

Essential Questions:

- What are the differences between effective and ineffective presentations?
- What are some "Rules of Thumb" for creating an effective PowerPoint presentation?

Knowledge from this Unit:

Students will be able to explain the differences between effective and ineffective presentations.

Skills from this Unit:

- Students will create an effective presentation using software.

ASSESSMENTS

Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
- ☐ Quizzes/Tests
- ☐ Unit test
- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
- ☐ Self-check rubrics
- ☐ Self-check during writing/planning process
- ☐ Journal reflections on concepts, personal experiences and impact on one's life
- ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
- ☐ Academic prompts
- ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
- ☐ Essay tests
- ☐ Observe students working with partners
- ☐ Observe students role playing

- _____ Peer-assessment
 - ___ Peer editing & commentary of products/projects/presentations using rubrics
 - ___ Peer editing and/or critiquing
- _____ Dialogue and Discussion
 - ___ Student/teacher conferences
 - ___ Partner and small group discussions
 - ___ Whole group discussions
 - ___ Interaction with/feedback from community members/speakers and business partners
- _____ Constructed Responses
 - ___ Chart good reading/writing/listening/speaking habits
 - ___ Application of skills to real-life situations/scenarios
- x _____ Post-test

Assessment(s) Title:

PowerPoints: Creating Effective Presentations Exam

Assessment(s) Description/Directions:

Short answer exam based on the PowerPoint presentation, **PowerPoints: Creating Effective Presentations**

Attachments for Assessment(s):

- **PowerPoints: Creating Effective Presentations Exam**
- **PowerPoints: Creating Effective Presentations Exam Key**

LESSON PLANS

• **LESSON 1: POWERPOINTS: THE GOOD, THE BAD, AND THE UGLY**

1. **Identify the standards. Standards should be posted in the classroom.**

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

2. **Review Essential Question(s). Post Essential Questions in the classroom.**

- What are the differences between effective and ineffective presentations?
- What are some "Rules of Thumb" for creating an effective PowerPoint presentation?

3. **Identify and review the unit vocabulary. Terms may be posted on word wall.**

Placeholder	Slide	Outline	Slide Sorter	Notes Page
Slide Show	Transition	Typeface	Serif	Sans Serif
Type Size	Pitch	Point	Type Style	Roman
Bold	Italics	Button	Animation	Presentation File
Object	Template	Title Bar	Menu Bar	Standard Toolbar
Formatting Toolbar	Drawing Toolbar	Presentation Window	Scroll Bars	View Toolbar
Status Bar				

*The handouts **PowerPoint Terminology** and **PowerPoint Window Notes** will help students with the vocabulary.

4. **Components of effective and poor PowerPoint Presentations**

Ask students to create a list on a sheet of paper. On one side of the paper they should write aspects of an effective PowerPoint. On the other side of the paper they should write aspects of an ineffective PowerPoint. After students have been given five minutes to do this, create a list on the board using their ideas. A list may include but not be limited to:

Effective PowerPoint	Ineffective PowerPoint
<i>Free of grammatical errors and misspelled words.</i>	<i>Contains grammatical errors and misspelled words.</i>
<i>Clear sentences or phrases used on slides.</i>	<i>Sentences are difficult to understand.</i>
<i>Appropriate pictures.</i>	<i>Pictures do not relate to presentation.</i>
<i>Clear and organized graphs/charts.</i>	<i>Graphs/charts are hard to understand/do not relate.</i>
<i>Fonts of adequate size.</i>	<i>Font is difficult to read on some slides.</i>
<i>Good use of color and slide design.</i>	<i>Colors are not complementary.</i>
<i>Appropriate use of animation and/or sound</i>	<i>Animations and/or sounds are distracting.</i>
<i>Concise information on slides.</i>	<i>Too much information on slides.</i>
<i>Etc.</i>	<i>Etc.</i>

5. Show **PowerPoint: Creating Effective Presentations**.

- Have students list the Rules of Thumb as the presentation is shown, using the **Rules of Thumb List**.
- Discuss anything from the PowerPoint that was not on the list created on the board. Also, go over anything that students had on their lists that was not in the PowerPoint.

6. Pass out the **PowerPoint Assignment** handout. This assignment can be done individually or in groups, depending on time constraints and your students. An extra day will probably be required if presentations are to be made to the class.

5. Summary.

Ask each student to name one thing about a good and bad presentation. Students should complete the **PowerPoint Window Quiz** either as an assessment in class or for homework.

ATTACHMENTS FOR LESSON PLANS

- **PowerPoint: Creating Effective Presentations**
- **PowerPoint Terminology**
- **PowerPoint Window Notes**
- **PowerPoint Window Quiz**

NOTES & REFLECTION:

It is the teacher's choice whether to give students information about different programs or to let them research and find this information on their own for the assignment. If you choose to give them this information, have it ready for the Lesson in case time permits students to begin work on the assignment at the end of the period. If you choose to let them research on their own they will need access to computers with internet which may require a computer lab if you do not have computers in your classroom.

Many students in your class may choose the same CTAE Program Area to present. It may be beneficial to assign students a program area or even ask them to pick a program area they are interested in but are not participants of. This will keep from having several presentations of the same information.

It may be beneficial to show students how to make a chart or graph using Excel. Many students may already know how to do this and could be paired with students who are not as proficient with Excel.

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

PowerPoint Assignment: Using PowerPoint as a presentation tool.

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

1. Pass out the handout **PowerPoint Assignment** to students. Note: This project can be done individually or in groups, depending on time constraints and your students. As an individual project, an extra day of class will probably be required for presentations.
2. Review the assignment with the students and answer any questions.
3. The PowerPoint presentations can be graded using the attached rubric.

Attachments for Culminating Performance Task:

- **PowerPoint Assignment**
- **PowerPoint Assignment Rubric**

UNIT RESOURCES

Web Resources:

- <http://www.doe.k12.ga.us/>

Materials & Equipment:

- Computers with Microsoft PowerPoint and internet access (if students need to research).

21st Century Technology Used:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		