

Unit 03: Microsoft Powerpoint 2013

Content Area: **Template**
Course(s):
Time Period: **Full Year**
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Standards Alignment

New Jersey Student Learning Standards

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They comprehend as well as critique.

They use technology and digital media strategically and capably.

LA.K-12.NJSLSA.W	Writing
	Text Types and Purposes
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	Research to Build and Present Knowledge
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Integration of Career Readiness, Life Literacies and Key Skills

9.3.12.AR	Arts, A/V Technology & Communications
9.3.12.AR-AV	A/V Technology & Film
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-PRT	Printing Technology
9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia or digital media products.
12.9.3.IT	Information Technology
12.9.3.IT.1	Demonstrate effective professional communication skills and practices that enable positive customer relationships.
12.9.3.ST	Science, technology, engineering & mathematics
12.9.3.ST.2	Use technology to acquire, manipulate, analyze and report data.
12.9.3.ST-ET.2	Display and communicate STEM information.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed

decisions using appropriate digital tools and resources.

TECH.8.1.12.F.1

Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

PowerPoint 2013 is a presentational tool in the newest Microsoft Office suite. Students learn how to use PowerPoint in order to create slide presentations that can integrate images, video, narration, charts, and more. This unit will provide the necessary skills to communicate information visually whether on the job or in the classroom.

Meaning

Essential Questions

Essential Questions

- What is PowerPoint?
- How might PowerPoint be useful to you?
- How do you navigate through a presentation?
- How do you apply animations and transitions?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Creating presentations with images, video, charts and other types of visuals help make communicating information to an audience more dynamic. With the skills necessary to make presentations will help you become more productive in the workplace.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

1. How to create and manage presentations
2. How to insert and format shapes and slides
3. Create slide content
4. Apply transitions and animations

5. Manage multiple presentations

Skills

Skills

Student will be skilled at ...

1. Creating presentations by using templates
2. Importing text files into presentations
3. importing outline documents into presentations
4. Applying slide masters
5. Adding new layouts
6. Modifying existing layouts
7. Adding background images
8. Controlling page numbers
9. Inserting headers and footers
10. Modifying presentation themes
11. Changing page setup options
12. Changing to view in color/grayscale
13. Using views to navigate through presentations
14. Modifying presentation properties
15. Setting handout print options
16. Printing selections from presentations
17. Packaging presentations for CD
18. Saving presentations as web pages
19. Printing presentations in grayscale
20. Printing speaker notes
21. Maintaining backward compatibility
22. Creating custom slide shows
23. Configuring slide show options
24. Rehearsing timing
25. Configuring slide show resolution
26. Using Presenter View
27. Navigating within slide shows
28. Annotating slide shows
29. Adding slide layouts
30. Duplicating existing slides
31. Hiding slides
32. Deleting slides
33. Modifying slide backgrounds
34. Applying styles to slides
35. Modifying shape backgrounds
36. Applying borders to shapes
37. Resizing shapes
38. Inserting shapes
39. Creating custom shapes
40. Applying styles to shapes
41. Inserting section headers
42. Modifying slide order
43. Aligning and grouping shapes
44. Displaying gridlines
45. Changing text to WordArt
46. Creating multiple columns in a single shape
47. Inserting hyperlinks
48. Applying formatting and styles to text

49. Creating bulleted and numbered lists
50. Creating tables
51. Modifying number of rows and columns
52. Applying table styles
53. Importing tables from external sources
54. Creating and modifying chart styles
55. Inserting charts
56. Modifying chart type
57. Adding legends to charts
58. Modifying chart parameters
59. Importing charts from external sources
60. Adding shapes to SmartArt
61. Changing color of SmartArt
62. Moving text within SmartArt shapes
63. Reversing the direction of SmartArt elements
64. Converting lists to SmartArt
65. Resizing images
66. Cropping images
67. Applying effects
68. Applying styles
69. Adjusting media window size
70. Trimming timing on media clips
71. Setting start/stop times
72. Setting media options
73. Linking to external media
74. Merging multiple presentations
75. Reusing slides from other presentations
76. Viewing multiple presentations
77. Setting track changes
78. Modifying options for track changes
79. Discarding changes from specific users
80. Managing comments
81. Encrypting presentations with a password Pro
82. Inserting transitions between slides
83. Managing multiple transitions
84. Modifying transition effect options
85. Applying animations to shapes
86. Applying animations to text strings
87. Adding paths to animations
88. Modifying animation options
89. Modifying duration of effects
90. Configuring start and finish options
91. Reordering animations
92. Using the Animation Pane
93. Proofing presentations
94. Marking presentations as final
95. Compressing media
96. Embedding fonts
97. Restricting permissions
98. Removing presentation metadata
99. Checking for accessibility issues
100. Checking for compatibility issues

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

www.microsoft.com/itacademy

Formative Assessment Strategies

Formative Assessment Strategies

Quiz verbal and written

Exit Ticket

Student/Teacher feedback

Observation

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Module 2: Lessons: 3,4

Lesson 3: Create presentations from templates

Lesson 4: Create presentations from other files

Lesson 4: Create presentations from other files

Module 12: Lessons: 31,32,33

Lesson 31: Control the appearance of presentations

Lesson 32: Modify slide master layouts

Lesson 33: Add slide elements to slide masters

Lesson 31: Control the appearance of presentations

"Module 1: Lesson 2

Module 2: Lesson 3
Module 3: Lesson 6 "
Lesson 6: Manage slide structure
Lesson 2: Display different views of presentations
Lesson 3: Create presentations from templates
"Module 2: Lesson 5
Module 15: Lesson 42"
Lesson 42: Print presentations
Lesson 5: Save presentations
Module 14: Lessons: 38,39,40
Lesson 38: Create slide shows
Lesson 39: Configure a slide show for presentation
Lesson 40: Present slide shows
"Module 3: Lesson 6
Module 4: Lesson 10
Module 12: Lesson 34"
Lesson 34: Add slides to presentations
Lesson 10: Hide and remove slides
Lesson 6: Manage slide structure
Module 6: Lessons: 14,15,16
Lesson 16: Format shapes borders and backgrounds
Lesson 15: Modify shapes
Lesson 14: Add shapes to slides
Lesson 15: Modify shapes
"Module 4: Lesson 9
Module 6: Lesson 17"
Lesson 9: Manage slides
Lesson 17: Organize shapes
Module 3: Lessons: 7,8
Lesson 7: Format slide text
Lesson 8: Format text in lists and columns
Module 8: Lessons: 20,21
Lesson 20: Add tables to slides
Lesson 21: Modify tables
Lesson 20: Add tables to slides
Module 9: Lessons: 22,23,24
Lesson 23: Format charts
Lesson 22: Add charts to slides
Lesson 24: Modify chart content
Lesson 22: Add charts to slides
Module 7: Lessons: 18,19
Lesson 18: Create business diagrams
Lesson 19: Modify business diagrams
Lesson 18: Create business diagrams
Module 5: Lessons: 12,13
Lesson 12: Add images to slides
Lesson 13: Format images
Module 10: Lessons: 25,26
Lesson 26: Modify the presentation of media clips
Lesson 25: Add media clips to slides

Module 4: Lesson 11
Lesson 11: Configure slide transitions
Module 11: Lessons: 27,28,29
Lesson 27: Animate Slide Content
Lesson 28: Configure animated elements
Lesson 29: Configure animation options
Module 11: Lessons: 28,29,30
Lesson 30: Manage animated elements

Module 13: Lesson 35
Lesson 35: Work with multiple presentations
Module 13: Lessons: 36,37
Lesson 36: Track changes
Lesson 37: Review changes
Module 15: Lessons: 41,43,44,45
Lesson 45: Prevent changes to presentations
Lesson 41: Check presentations for errors
Lesson 43: Prepare presentations for electronic distribution
Lesson 44: Optimize presentations for electronic distribution

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer

questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to

have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.