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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Information Technology |
| **Course Name** | Principles of Information Technology |
| **Lesson/Unit Title** | Presentation Software: Functions and Terminology |
| **TEKS Student Expectations** | **130.302. (c) Knowledge and Skills**(11) The student applies presentation management technology. (A) The student is expected to identify the terminology and functions of presentation software |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Performance Objective:**After completing this assignment, the student will be able to identify several different types of presentation software and discuss their usage with appropriate terminology.**Specific Objectives:**The student will be able to* research 3 programs, with at least 1 web based presentation software program
* discuss the strengths and weaknesses of all the chosen software
* design their own “perfect” presentation software incorporating the best features of the packages they researched, explaining why theirs is more effective
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| **Rationale** | This lesson introduces students to the functions of presentation software as well as the terminology associated with presentation software. Students will individually research three different types of presentation software to create a presentation that compares and contrasts each one. |
| **Duration of Lesson** | 3 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:*** Presentation Software Assignment and Rubric

**Materials Needed:*** Each student will need a copy of the Presentation Software Assignment and Rubric

**Equipment Needed:*** The instructor will need a computer connected to an interactive white board or projector
* Each student will need a computer with internet access, some type of presentation software and access to a printer (color if possible) to print their assignments for submission
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | The instructor should begin by asking students to identify several pieces of technology that are required for DIM classrooms and careers in the field of Interactive Media.As a class, students can brainstorm about current technology, and its origins, as well as discuss how the growth and evolution of technology has and will impact the industry. |
| **Direct Instruction \*** | 1. Presentation Software
	1. What is it?
	2. What is it used far?
		1. Business applications
		2. Family gatherings
		3. Education
2. Define terminology
	1. Presenter(s)
	2. Audience
	3. Slides
	4. Transitions
	5. Plug-ins
	6. Web based

**NOTE:** For this lesson, the teacher will refer to the Teacher’s Directions when introducing and completing the lesson with the students. |
| **Guided Practice \*** | Students will discuss ways to create a presentation and the types of software that are currently available. Students can brainstorm as a class. Students will then discuss the possible definitions for the terminology that is presented by the teacher. Absent students may require additional one-on-one direction and prompting, or they can collaborate with other students |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will be provided with the Presentation Software Assignment and Rubric activity, to be completed on their own. They will use a combination of existing knowledge and personal research to complete the project and then compare their assignment with their classmates |
| **Lesson Closure** | Students will take all the introduced information from the lesson and use it to complete the project. A quick Q&A with regards to the parameters of the assignment may be used to check for understanding |
| **Summative/End of Lesson Assessment \***  | **Informal Assessment**Periodic checks for understanding are used as well as progress checks to quantify the amount of research done and information gathered**Formal Assessment**The project will be completed individually to check for understanding and graded against the provided rubric. Class evaluation and discussion can also be used to allow students to compare their findings against those of their peers. |
| **References/Resources/****Teacher Preparation** |  |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | After completing their research, students should be able to use some type of presentation software and should acknowledge the impact that it can have on Information Technology.They should ask questions like* “What does this do for the industry?”
* “How can I benefit from this?”
* “How is using presentation different from what came before? “
* “What are the possibilities for the future?
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| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, TSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)