

Course Title – Keyboarding/Computer Applications	
Implement start year – 2016-2017	
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Unit # 4 – Presentations	
Transfer Goal – Students will be able to independently use their learning to create multi-media presentations.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>Standard 9.1 21st Century Life & Career Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.</p> <p>Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency,</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability</p>

	<input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> there are various print formats in which presentations are displayed.</p> <p><i>EU 2</i> slideshow presentations are utilized to display information.</p> <p><i>EU 3</i> video presentations are an effective way to visually exhibit information.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can presentations be used in various print formats? • How do pre-made templates make it easier to create documents? • Why is it necessary to make your presentations attention-grabbing? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why would you use slideshow presentations to display information? • How can transitions and animations enhance your presentation? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why would you use a video presentation to display information? • How would using video presentations enhance the delivery of your message?

<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • there are a variety of templates. • templates are used to create various print publications. • font and color schemes are used to enhance a document. • the elements that create a striking appearance on documents. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • presentation software is used to convey views to others. • changing font, color schemes, transitions, and animations, enhance presentations. • having appealing presentation elements are important. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • elements of filming a video. • the different kinds of video presentations. • the appropriate times to use video. • different special effects available in video editing. 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • use templates to create various documents. • use assorted fonts and color schemes. • use their creativity to produce appealing documents. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • use various multimedia elements to create professional presentations. • demonstrate the use of multimedia technology. • use creativity to produce appealing presentations. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • film appropriate footage to use in videos. • edit videos using various applications. • integrate special effects into videos.
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Stage 2 – Assessment Evidence

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Other Recommended Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Quiz on presentation vocabulary
- Rubrics to grade presentations
- Self and peer evaluation of projects

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Define presentation vocabulary (A)
- Identify logos on various products (A)
- Identify parts/features of a business card, flyer, menu, & travel brochure (A)
- Construct an invitation to a specific event (A)
- Design an All About Me presentation (A, M)
- Create a flyer on One Book, One School (A, M)
- Watch and critique videos (A, M)
- Design a greeting card for a special occasion (M)
- Create a business card for a specific person (M)
- Compare and contrast different restaurant menus (M)
- Compare and contrast travel brochures (M)
- All About Me PowerPoint (A, M, T)
- Develop a healthy menu for a holiday dinner (A, M, T)
- Create music videos (M, T)
- Create documentaries (M, T)
- Develop newscasts (M, T)
- Create a logo (T)
- Direct a video production (T)
- Produce a travel brochure (T)

Timeline: Unit 4 will be done throughout the entire year.