

Instructional Design

Computer Applications

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**Unit Rationale**

Today’s society is becoming increasingly more competitive than ever before. It is essential that teachers commit to better facilitating student learning in a creative and inclusive environment that integrates technology. Today’s society has entered into a digital era, where technology is the basis for success. If a student can become educated through the means of technology a students will be headed down a successful path. Technology is a part of our everyday routine whether we realize that or not. Technology needs to be embraced as much inside the classroom as it is outside of the classroom. Research has shown that computers are an excellent way to learn (Kelly, 2010). Therefore, educators need to start integrating this technology into the classrooms.

This computer applications unit introduces students to the basic computer skills. Students will become familiar with computer terms and master basic computer skills. Students will gain knowledge regarding keyboarding, Microsoft Word, PowerPoint and touch base on Microsoft Excel as well as the Internet. Students need to be familiar with these means of technology before entering into the real world.

Regarding assessments, students will be assessed through a variety of methods to ensure he or she has mastered the skill. Throughout the unit students will be observed to ensure he or she fully understands the information. Students will also engage in various assignments, projects, test/quizzes. I feel it is important that all students understand the concept prior to moving forward. Students need differentiation when it comes to instruction and assessments. This allows for students who may not be so good at writing a paper or taking a paper/pencil test to use his or her strong point and present a project.

Educators need to see the demand for this technology in today’s day-in-age and make some changes. Jonassen (2000, p.1) believes that computers are “mindtools”; which are said to be a change in one’s opinion regarding how computers should be integrated into the classrooms. We need to get teachers to see just how important computers are as well as the amount of information computers have to offer; all at your fingertips. Mindtools are computer applications that will enhance and strengthen the student’s overall learning experience (Jonassen, 2000). As educators we need to ensure that our students succeed by guaranteeing that our students stay current with the newest innovations. We need to prepare today’s students for a successful tomorrow!

**Unit Outcomes**

*Unit One: Keyboarding*

**Memory/Recall:** The students will be able describe what keys are on the home row.

**Comprehension:** The students will be able to understand and explain how keyboarding can be useful outside of the classroom.

**Comprehension:** Students will describe communicate what fingers are used to press the different keys.

**Application:** The students will apply their typing skills to real world situations.

**Application:** Students will apply the proper keying technique to their typing.

**Analysis:** Given the student’s GWAM-the student will know what he or she needs to work on in order to improve his or her GWAM.

**Synthesis:** The students will be able to justify what is proper keying technique and what is not.

**Evaluation:** Using the criteria for the correct posture and keying technique the students will be able to judge themselves on whether or not he or she is keying correctly and how to improve.

*Unit Two: Microsoft Word*

**Memory/Recall:** The students will be able to describe how to create a variety of documents.

**Comprehension:** The students will be able to explain how to create new folders to store/save documents or organizational purposes.

**Application:** The students will apply formatted texts and graphics to documents.

**Analysis:** Students will be able to differentiate between the various documents (i.e. Memo, newsletter, brochures, and invoice).

**Analysis:** Students will investigate how this knowledge reflects real world scenarios.

**Analysis:** Student will communicate the purpose of the different types of documents discussed within this area (i.e. Memo, newsletter, brochures, and invoice).

**Synthesis:** The students will produce word documents such as memos, newsletters, brochures, invoices.

**Synthesis:** Students will explain the purpose and different functions this software was to offer.

**Synthesis:** Students will create visually appealing word documents.

**Evaluation:** The students will assess their work by comparing it to a model document in order to understand the correct formatting.

*Unit Three: Microsoft PowerPoint*

**Memory/Recall:** The students will be able to describe how to create a multimedia presentation.

**Comprehension:** The students will communicate how to create animation and format texts and graphics as well as list the various methods in doing so.

**Application:** Students will apply transitions to the PowerPoint to make the overall presentation visually appealing.

**Application:** Students will indicate the correct slide layout for each slide.

**Application:** The students will apply slide designs to PowerPoint presentation.

**Analysis:** Students will be able to compare the difference between a good PowerPoint from a bad one and explain why that is.

**Synthesis:** The students will investigate music and be able to create a presentation that has music in the background of his or her presentation.

**Synthesis:** Students will explain the purpose and different functions this software was to offer.

**Evaluation:** The student will examine PowerPoint by investigating how this program will be beneficial to him or her outside of our classroom as he or she enters into the real world.

*Unit Four: Microsoft Excel*

**Memory/Recall:** The students will be able to communicate how to create a spreadsheet.

**Memory/Recall:** Students will describe how to merge cells.

**Comprehension:** The students will be able to define how to change the height and width of a cell.

**Application:** Students will keep track of personal finance expenditures and present the information in a spreadsheet format.

**Analysis:** The students will be able to determine which formula to use with calculations based on what information he or she is looking for.

**Synthesis:** Students will combine personal finance and apply it to their Excel spreadsheets so that the students will be able to better communicate the value Excel has to offer.

**Synthesis:** Students will explain the purpose and different functions this software was to offer.

**Synthesis:** Students will demonstrate how spreadsheet tools promote personal productivity.

**Evaluation:** Students will communicate how excel will be beneficial for future purposes and how he or she would use it.

**Pre-Assessment of Technology**

Directions: Circle the number that best represents your skill of the following:

**1-expert 2-above average 3-average 4-below average 5-No clue**

1. Keyboarding 1 2 3 4 5
   1. Proper keying technique 1 2 3 4 5
   2. Proper keying posture (hands/fingers) 1 2 3 4 5
   3. Locate letters and special keys 1 2 3 4 5
   4. Use continuous keystrokes 1 2 3 4 5
   5. Keying accuracy 1 2 3 4 5
   6. Keying speed 1 2 3 4 5
2. Microsoft Word 1 2 3 4 5
   1. Creating documents 1 2 3 4 5
   2. Saving documents 1 2 3 4 5
   3. Opening documents 1 2 3 4 5
   4. Copying/Pasting 1 2 3 4 5
   5. Formatting Fonts 1 2 3 4 5
   6. Insert hyperlink 1 2 3 4 5
   7. Creating columns 1 2 3 4 5
   8. Adjusting height and width of columns 1 2 3 4 5
   9. Changing margins 1 2 3 4 5
   10. Creating boarders (page) 1 2 3 4 5
   11. Inserting graphics/charts 1 2 3 4 5
   12. Justifying the alignment 1 2 3 4 5
   13. Creating header/footer 1 2 3 4 5
   14. Create Report (MLA style) 1 2 3 4 5
3. Microsoft PowerPoint 1 2 3 4 5
   1. Creating slides 1 2 3 4 5
   2. Choosing slide layouts 1 2 3 4 5
   3. Choosing slide designs 1 2 3 4 5
   4. Creating transitions 1 2 3 4 5
   5. Creating Animations 1 2 3 4 5
   6. Inserting graphics/charts 1 2 3 4 5
   7. Inserting music 1 2 3 4 5
   8. Setting a timer (automatic) 1 2 3 4 5
   9. Inserting a hyperlink 1 2 3 4 5
4. Microsoft Excel 1 2 3 4 5
   1. Creating a spreadsheet 1 2 3 4 5
   2. Merging cells 1 2 3 4 5
   3. Inserting/Deleting cells 1 2 3 4 5
   4. Insert graphics/Charts 1 2 3 4 5
   5. Use the functions button 1 2 3 4 5
5. Internet 1 2 3 4 5
   1. Research 1 2 3 4 5
   2. Difference between good/bad sites 1 2 3 4 5
   3. Correct Citation 1 2 3 4 5

**Sample Lessons (1-3)**

1. **Keyboarding**

**Lesson Topic/Title: Computer Applications**

**Keyboarding**

Date: 10/18/2010-10/19/2010

Prepared by: Ms. Katie Majewski Subject: Computer Applications

Grade Level: 6-9 Lesson Duration: (2) 47 min.

|  |  |
| --- | --- |
| **Lesson Overview & Purpose**  Students will learn the appropriate keying technique and proper posture when typing. This will aid in the students’ keying fluency and accuracy. | **Ohio Academic Content Standards**  **Addresses:**  **Benchmark B:** Select appropriate technology resources to solve problems and support learning.  *6th Grade: Keyboarding* 4. Demonstrate proper keyboarding techniques, assess keyboarding accuracy and develop speed.  7th Grade:  *Keyboarding* 4. Develop speed and accuracy when keyboarding, and transition to a word processing environment.  8th Grade:  *Keyboarding* 4. Demonstrate effective keyboarding skills in a word processing environment. |
| **Lesson Objective(s):**  **The student will be able to….**   * Key with both hands fluently without looking * Type accurately * Proper keying posture * Appropriate keying technique | **Assessment**   * Keying Sentences * MT5- MicroTyping 5 Lessons |
| **Key Concept(s) to be learned:**   * Home Row * Special Keys | **Materials:**   * Computers * Handout(s) * Century 21 Jr. Input Technology and Computer Applications (Hoggatt, Shank, Barksdale) |

**Readiness/Motivation**

1. Questions?
2. Review work area, keying position and home row keys.

**Lesson Development**

Monday: Introduction – Review of material covered on Friday (keys I and R). Warm-Up for the first 20 minutes of class (brainstorm, type, share) Split up the warm-up topics (2 topics per day) to students. Introduce the keying sentences assignment.

Tuesday: Review Monday’s material. Warm-up for the first 20 minutes (brainstorm, type, share). Student work on/ finish keying sentences. At the end of class, go over the assignment with class. Put assignment on the smart board and have students participate in coming up to the board to write in the correct answer.

Weekly Overview:

1. Opening questions
2. Log onto computers.
3. Presentations
4. Questions?

**Lesson Closure**

1. Wrap up
2. Log off username
3. Closing Questions?

**Teacher Evaluation**

It is imperative as an educator to always assess and reassess myself after instructing. Therefore after this particular lesson I will evaluate my instructing by answering the following questions:

1. Was there an opening statement or current events that tapped into students’ prior knowledge of area of interests?
2. What were my strengths of the overall lesson?
3. What were my weaknesses of the overall lesson?
4. How well did I manage my time throughout the lesson and within specific key areas?
5. Are there opportunities for improvement? Justify answer clearly.
6. Were there any behavior / physical difficulties from students that made it difficult to complete lesson?
7. How well did students’ work together in groups?
8. How well did I guide and facilitate the students’ learning?

**Warm-Up:**

**Keying Sentences**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Open a new word document. Save the word document as YOURLASTNAMETOPIC. Each student will be given a topic to type about. You will be given 2 minutes to brainstorm some ideas on this sheet of paper. I will keep time and let you know when your brainstorming time is up. We will then turn all monitors off and begin typing for 5 minutes to see how quickly and accurately you can type. After the five minutes are up we will share our topic ideas aloud and see who had the most keyed with the least amount of errors.

**Topic: If you won a million dollars what would you spend it on? Why?**

**Warm-Up:**

**Keying Sentences**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Open a new word document. Save the word document as YOURLASTNAMETOPIC. Each student will be given a topic to type about. You will be given 2 minutes to brainstorm some ideas on this sheet of paper. I will keep time and let you know when your brainstorming time is up. We will then turn all monitors off and begin typing for 5 minutes to see how quickly and accurately you can type. After the five minutes are up we will share our topic ideas aloud and see who had the most keyed with the least amount of errors.

**Topic: If you found a genie and the genie could grant you ONLY three wishes what would you wish for (can’t wish for more wishes – sorry)? Why?**

**Warm-Up:**

**Keying Sentences**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Open a new word document. Save the word document as YOURLASTNAMETOPIC. Each student will be given a topic to type about. You will be given 2 minutes to brainstorm some ideas on this sheet of paper. I will keep time and let you know when your brainstorming time is up. We will then turn all monitors off and begin typing for 5 minutes to see how quickly and accurately you can type. After the five minutes are up we will share our topic ideas aloud and see who had the most keyed with the least amount of errors.

**Topic: If I left you in charge of the class for an entire week, how would you plan your week? Remember, you can and will be evaluated just as a teacher is, so no goofing off.**

**Warm-Up:**

**Keying Sentences**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Open a new word document. Save the word document as YOURLASTNAMETOPIC. Each student will be given a topic to type about. You will be given 2 minutes to brainstorm some ideas on this sheet of paper. I will keep time and let you know when your brainstorming time is up. We will then turn all monitors off and begin typing for 5 minutes to see how quickly and accurately you can type. After the five minutes are up we will share our topic ideas aloud and see who had the most keyed with the least amount of errors.

**Topic: If you could add one day to the week, what would you name it? Why? Where in the week would that day fall?**

**Keying Sentences**

Name:\_\_\_\_\_\_\_\_Key\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Open a new word document. Save the word document as YourLastNameKeyingSentences. Be sure to put your first and last name at the top of the document. Followed by the assignment name - “Keying Sentences”. For this assignment you need to figure out which words go with which sentence and RETYPE ALL 20 sentences into your new word document. Once you have finished put it into the drop box.

Lake Heal Alaska Halls Shake Shells All

Leak Flakes Seed Headed Shelf Feed Sea

Fell Fall See Dead Desk Dog

Asked Sale

1. Sam drove to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to go fishing. (Lake)
2. My sister \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me to borrow my car. (Asked)
3. My aunt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on something slippery. (Fell)
4. The team was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to a victorious year. (Headed)
5. I take my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the vet once a year. (Dog)
6. I make sure to place the book back on the correct \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Shelf)
7. I was driving past this house when I noticed it was having a garage \_\_\_\_\_\_\_\_\_\_. (Sale)
8. I went to the beach so that I could \_\_\_\_\_\_\_\_ the beautiful \_\_\_\_\_\_\_\_\_. (See, Sea)
9. A flower starts from a tiny \_\_\_\_\_\_\_\_\_\_\_. (Seed)
10. In class I sit at the same \_\_\_\_\_\_\_\_\_\_\_\_\_\_ every day. (Desk)
11. No running in the \_\_\_\_\_\_\_\_\_\_! (Halls)
12. I love when it snow because I get to see big snow\_\_\_\_\_\_\_\_\_\_\_\_\_. (Flakes)
13. When I went to the beach I found really neat \_\_\_\_\_\_\_\_\_\_\_. (Shells)
14. My parents went to vacation in \_\_\_\_\_\_\_\_\_\_\_. (Alaska)
15. My favorite season is \_\_\_\_\_\_\_\_\_\_\_. (Fall)
16. Do not forget to \_\_\_\_\_\_\_\_\_ the fish. (Feed)
17. We could not turn the car around because it was a \_\_\_\_\_\_\_\_ end. (Dead)
18. I would love a chocolate milk\_\_\_\_\_\_\_\_ from McDonalds. (shake)
19. My scar did not take very long to \_\_\_\_\_\_\_\_\_\_\_. (Heal)
20. There was a big \_\_\_\_\_\_\_ in the pool that was letting out \_\_\_\_\_ the water. (Leak, all)
21. **Formatting-Microsoft Word**

**Lesson Topic/Title: Computer Applications**

**Formatting - Microsoft Word**

Date: 11/01/2010- 11/05/2010

Prepared by: Ms. Katie Majewski Subject: Computer Applications

Grade Level: 6-8 Lesson Duration: (5) 47 min.

|  |  |
| --- | --- |
| **Lesson Overview & Purpose**  Students will learn the H and E keys and how to keyboard those keys properly with the home row. Students will demonstrate their progress through various in-class assignments to ensure proper keyboarding technique and fluency. | **Ohio Academic Content Standards**  **Addresses:**  **Standard 4: Technology and Communication Applications Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.**  Students acquire and publish information in a variety of media formats. They incorporate communication  design principles in their work. They use technology to disseminate information to multiple audiences.  **Benchmark A:** Apply appropriate communication design principles in published and presented projects.  **Grade Nine**  *Multimedia Applications* 1. Format text, select color, insert graphics and include multimedia  components in student-created media/communication products.  *Accessibility Guidelines* 2. Modify electronic publications and other communication products to  meet accessibility guidelines so that access to information is not  limited.  **Benchmark B:** Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.  *Productivity Tools* 2. Demonstrate proficiency in all productivity tools (e.g., word processing,  spreadsheet, database, desktop publishing). |
| **Lesson Objective(s):**  **The student will be able to….**   * Format text * Format Graphics * Create Columns * Create borders to text and page * Create hyperlinks * Students will demonstrate their progress through in-class assignments. | **Assessment**   * Assignments 17A, 17C, 17E, 17F, Keying with H and E * Keyboarding Word List * MT5 with CheckPro for C21 Jr. 2e-Workstation |
| **Key Concept(s) to be learned:**   * Format * Insert * Hyperlinks * Columns | **Materials:**   * Computers * Microsoft Word * Century 21 Jr.- Input Technologies and Computer Applications * MT5 with CheckPro * Handout(s) |

**Readiness/Motivation**

1. Questions?
2. Review work concepts and explain lesson.

**Lesson Development**

Monday: Introduce lesson-Basics of Microsoft Word. Walk the students through how to incorporate fonts, graphics, columns, and hyperlinks into their documents.

Tuesday: Review lesson from previous day. Remind students where items are located. Explain assignment “Boo at the Zoo”. Students read through assignment and recreate the assignment.

Wednesday: Boo at the Zoo assignment

Thursday: Discuss assignment by sharing how the document should look. Go through the steps that should have been taken in order to recreate the document correctly.

Friday: Finish up with reviewing document. Student reflects on how he or she did and what potentially went wrong. Why?

Weekly Overview:

1. Opening questions
2. Review pervious lesson/material
3. Log onto computers/ Worksheet
4. Questions?**Boo at the Zoo Article**

**Assignment**

1. Log onto computer
2. Open up the computer applications folder on the desktop
3. Click on the Data Files Folder 🡪 Documents
4. Open up the Boo at the Zoo document
5. Once you have it open, Save is as: YourLastNameZoo
6. Center align the Article Heading and change the font size to 28, **BOLD**, Change the color to automatic (black) and change the font to Chiller.
7. Change the rest of the font size (in the article) to 12 point font and the font style to Arial.
8. **ADD the TEXT:** Remember, children are welcome to come in costume. This makes the experience of finding the treat stations located throughout the Columbus Zoo even more like trick-or-treating. However, only those adults who are accompanying children can wear costumes, and those costumes cannot cover the adults’ faces.

**TO THE ARTICLE AFTER the HEAR THE LEGEND OF CREEPY HOLLOW article and BEFORE the BOO at the ZOO TIMES.**

1. Change the columns from one to TWO COLUMNS
2. Give your article the “bats” page border found under the borders and shading drop down arrow. Click on the page border tab. Click on the art drop down box and choose the “bats” border.
3. Insert a line beneath the article heading. Make the line thickness a 3.
4. Insert the Vulture Picture (found in the data files) in the second to last paragraph before the times. Text Wrap the picture to square. Resize the picture to make it bigger.
5. Change the font heading using the text effects button (bottom left arrow) and choose the text outline. Choose a solid line and change it to orange (last column, orange, accent 6, Darker 25%).
6. Create a hyperlink to the Columbus Zoo using the words Columbus Zoo (located in the second paragraph). You need to go to internet explorer and find the website address to the home page of the Columbus Zoo.
7. Save Document
8. Put it in the drop box.

Boo at the Zoo means family fun at the Columbus Zoo and Aquarium

It just wouldn’t be Halloween in Columbus without Boo at the Zoo. This annual celebration is a perfect family event for those looking to have a merry, not scary, Halloween. Enjoy treat stations, themed rides and attractions, character caravans and other seasonal treats. This year's guest list includes Batman, Robin, Wonder Woman, Green Lantern, and the Joker. There is so much to do that you may need more than one trip to enjoy it all!

Boo at the Zoo is the last hurrah for many of the rides at the Columbus Zoo before they are closed for the winter season. All-day wristbands for the rides are discounted to $5 per person for the celebration. Rides that are open include those at Jungle Jack’s Landing and the train ride in North America. The rides may be closed due to weather and mechanical conditions.

Many favorite superheroes will come to the Columbus Zoo for this year’s Halloween fun. Batman and his friends will marshal a parade of costumed friends, including zoo favorites, each day. The parades will take place on Fridays at 6pm, and on Saturdays and Sundays at 2pm, 4pm, and 6pm. The superheroes and super villains will also perform a live stage show each night at 5:30pm and 7:30pm.

Hear the Legend of Creepy Hollow at the wolverine cabin in [North America](http://www.examiner.com/../outdoor-recreation-in-columbus/columbus-zoo-and-aquarium-north-america). Learn all about Jack, the headless ghost of North America and help search for his lost head. Watch out for his antics, though! Showtime’s are: Fridays at 6:15pm, 7:45pm, and 8:45pm; Saturdays at 2:15pm, 3:45pm, 5:15pm, 6:45pm, and 8:15pm; and Sundays at 2:15pm, 3:45pm, 5:15pm, 6:45pm, and 7:35pm.

Boo at the Zoo events happen at the following days and times:

* Fridays, October 22, 29; 5pm to 9pm
* Saturdays, October 23, 30; 10am to 9pm
* Sundays, October 24, 31; 10am to 8pm

1. **City Guide-PowerPoint**

**Lesson Topic/Title: Computer Applications**

**Microsoft PowerPoint**

Date: 10/18/2010- 10/21/2010

Prepared by: Ms. Katie Majewski Subject: Computer Applications

Grade Level: 6-9 Lesson Duration: (4) 47 min.

|  |  |
| --- | --- |
| **Lesson Overview & Purpose**  Students will finish creating their PowerPoint presentations by checking through their presentations to ensure he or she has covered all the guidelines and followed the rubric. Students need to check to ensure that he or she has incorporated graphics, hyperlinks, videos, animation, transitions, and audio. Students will then present their findings from the research to the class through a visual aid (PowerPoint); this will also aid with their public speaking. | **Ohio Academic Content Standards**  **Addresses:**  **Benchmark A:** Communicate information technologically and incorporate principles of design into the Creation of messages and communication products.  Standard 5: Technology and Information Literacy: Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.  Use technology to conduct research and follow research process model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluate both process and product (Grades 6-8).  Determine and apply an evaluative process to all information sources chosen for a project.  Apply a research process model to conduct research and meet information needs (Grades 9-12). |
| **Lesson Objective(s):**  **The student will be able to….**   * Create a multimedia presentation * The students will be able to describe how to create a multimedia presentation. * The students will communicate how to create animation and format texts and graphics as well as list the various methods in doing so. * Students will apply transitions to the PowerPoint to make the overall presentation visually appealing. * Students will indicate the correct slide layout for each slide. * The students will investigate music and be able to create a presentation that has music in the background of his or her presentation. * Students will be able to compare the difference between a good PowerPoint from a bad one and explain why that is. * The students will apply slide designs to PowerPoint presentation. * The student will examine PowerPoint by investigating how this program will be beneficial to him or her outside of our classroom as he or she enters into the real world. * Students will explain the purpose and different functions this software was to offer. | **Assessment**   * City Guide-PowerPoint Presentation |
| **Key Concept(s) to be learned:**   * PowerPoint * Slides * Transitions * Animations * Audio/Video * Formatting Texts/Graphics * Hyperlinks | **Materials:**   * Computers * Handout(s) |

**Readiness/Motivation**

1. Questions?
2. Review work area, keying position and home row keys.

**Lesson Development**

Monday: PowerPoint Presentations

Tuesday: Power Point Presentations

Wednesday: PowerPoint Presentations

Thursday: PowerPoint Presentations / Reflection

Friday: No School for Students – District In-Service

# City Guide

In this lesson, you will work together as a marketer hired to promote one city in the world. The objective is to prepare a slide presentation designed to entice the audience to want to move to, or visit the city.

**Step1 Gathering Research:**

Begin your research by gathering as many facts and as much information about the city you have chosen. Use the web sites listed below to aid in your research about the city.

*[http://www.city.net/d](http://www.city.net/destinations/)**[estinations/](http://www.city.net/destinations/)*

[*http://www3.travelocity.com/destg/*](http://travelcity.com/)

*<http://cityguide.lycos.com/>*

[*http://cnn.com/TRAVEL/index.html*](http://cnn.com/TRAVEL/index.html)

Use the graphic organizer to collect information about the city. Keep in mind that as marketers, you need to discover great and attractive things about the city. You will need to find information about basic facts, geography, weather, getting around, history and culture, what to do, what to see, dining, media, what’s hot, recreation, activities and events/festivals.

**Step 2 Mapping Out Your Presentation:**

Each team should now begin to map our its presentation. Teams should identify the most interesting or attractive features of the city. What information would be most appealing to your market? In what order should the information be presented to the audience?

**Step 3 Creating the Presentation:**

Use PowerPoint to choose an attractive slide presentation template for your background (simple is best). Stick to one design throughout the presentation. Your presentation should include a minimum of ten slides. The presentation should include the categories outlined above. The presentation should also include slide transitions with animation. Insert clipart from MS Office to decorate the slides. You may also wish to add hyperlinks to related Web sites or other slide within your presentation to create greater visual interest. To use images (artwork, pictures, maps, and charts) found while conducting your research, simple right click on the picture then click *Save Image As* and name the file on your disk. Use a variety of visuals. Include the city name on the footer of the slide master. The filename should be **City Guide**.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

**City Guide Organizer**



*Use this organizer to collect and record information about your selected city.*

**City**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Country** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Categories:**

Basic Facts, Figures and Data

Geography

Weather

Getting There and Getting Around (public transportation)

History and Culture (languages spoken, people)

What to Do (activities, recreation, events, festivals, dates to take note of)

Must See Places (Local sites)

What/Where to Eat

Sports Teams

News & Media

What’s Hot

References

**Group Work Rubric**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

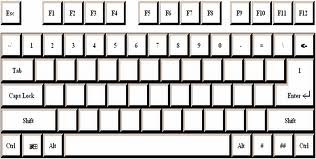
|  |  |  |  |
| --- | --- | --- | --- |
| **CATEGORY** | **Excellent (3)** | **Good (2)** | **Needs Improvement (1)** |
| **Overall Collaborative Work** | The student made an excellent contribution to the overall group effort. | The student could have contributed more effectively. | The student did not effectively contribute to the group effort. |
| **Contribution to Group Graphic Organizer** | The student shared many ideas and made excellent contributions to the group graphic organizer. | The student shared one or two ideas but could have contributed more to the creation of the graphic organizer. | The student did not effectively contribute to the creation of the graphic organizer. |
| **Contribution to**  **Class Mural** | The student shared many ideas, created and contributed materials, and made an excellent contribution to the class mural. | The student shared ideas and contributed materials but could have been more supportive of the group effort in creating the class mural. | The student did not effectively contribute to creating the class mural. |

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| |  | | --- | | **PowerPoint Presentation - City Guide Rubric**  Teacher Name: **Ms. Majewski**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Research** | Group researched the city and integrated the correct amount of facts/slides | Group researched the city and integrated 45 or more facts. | Group researched the subject and integrated 35 facts or more | Either no research was done or it was not clear that the group used it in the presentation. Student use less than 35 or more facts. |
| **Accuracy of Facts** | All supportive facts are reported accurately. | Almost all facts are reported accurately | One fact is reported accurately. | No facts are reported accurately OR no facts were reported. |
| **Graphics** | Students used 15 or more graphics. | Students integrated 12-14 graphics | Students integrated 10-13 graphics | Graphics are not related to the material being presented OR students used less than 10 graphics |
| **Duration of presentation** | Presentation time should be 4 minutes-students met. | Presentation time lasted 3 minutes. | Presentation time lasted 2 minutes. | Presentation time was too short-less than 2 minutes. |
| **Group Work** | The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task! | The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task! | The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task! | Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members. |
| **Organization** | Student is well prepared and presentation was organized nicely. | Presentation is nice, but could have been better prepared | Student did a good job, but presentation is lacking a bit of preparation. | Student should have organized and planned better. Lacking much need organization. |

**Post Assessment**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_

1. Fill in the alphabetic keys on the keyboard (include the semicolon):
2. Where is the save button located in the Microsoft Programs (Word, PowerPoint)?
3. How do I change my transitions in a slideshow presentation?
4. How do I add a picture into a document or PowerPoint?
5. What are the four different types of alignments?
6. What is the difference between a header and footer?
7. When writing a MLA style report what should the margins be set to?
8. In an MLA style report what are the four headings that go at the top of your report (put the headings in order).
9. Choose the correct corresponding letter on the right that matches the word on the left and write the letter on the line:

\_\_\_\_\_\_\_\_\_\_ Word A. Slide

\_\_\_\_\_\_\_\_\_\_ PowerPoint B. Spreadsheet

\_\_\_\_\_\_\_\_\_\_ Excel C. Document

1. How do I add music to a slideshow and make it loop so that it goes through the entire slideshow?
2. How do I create a page boarder (under what tab(s))?
3. How do I create bullets (under what tab(s))?
4. When should I use bullets vs. numbered bullets?
5. What is a hyperlink and how to I create a one?
6. Choose the correct corresponding letter on the right that matches the word on the left and write the letter on the line:

A. Left Align F. Header

B. Footer G. Format

C. Right Align H. Report

D. Justify I. Center Align

E. Paragraph

\_\_\_\_\_\_\_\_\_\_ Document that gives facts, ideas or opinions about one or more

Topics

\_\_\_\_\_\_\_\_\_\_ Place text on a page so that it looks good and is easy to read.

\_\_\_\_\_\_\_\_\_\_ Any amount of text that is keyed before the enter key is tapped.

\_\_\_\_\_\_\_\_\_\_ Ends all lines that the right margin.

\_\_\_\_\_\_\_\_\_\_ Starts all lines at the left margin.

\_\_\_\_\_\_\_\_\_\_Places an equal space between the text and each side margin.

\_\_\_\_\_\_\_\_\_\_ Starts all lines at the left margin and ends all full lines at the right

margin.

\_\_\_\_\_\_\_\_\_\_ Contains information that appears at the top of pages.

\_\_\_\_\_\_\_\_\_\_ Contains information that appears at the bottom of pages.

1. True / False

The writer’s last name and page number appears in the footer.

1. True / False

The title of the report is center aligned.

1. True / False

Title and Title Content slides are the most commonly used slide layouts in PowerPoint.

1. True / False

In a PowerPoint presentation, the slides and transition on the click of the mouse or automatically.

1. Is this class helpful? In what ways? What are pros and cons regarding this class?

**References**

Green, B. (2003). *Computer applications lessons.* Retrieved from <http://www.montgomeryschoolsmd.org/schools/cabinjohnms/comp/lessons.html>

Jonassen, D. H. (2000). *Computers as mindset for schools: Engaging critical thinking.* Columbus, OH; Upper Saddle River, NJ. Perntice-Hall Inc.

Kelly, M. (2010). *Integrating the internet: Concerns and issues.* Retrieved from <http://712educators.about.com/cs/technology/a/integratedtech/html>