

Essentials of Microsoft Office

Course Description

Essentials of Microsoft Office is a hands on course designed to develop student knowledge of the Microsoft Office Suite application. The emphasis is on real world applications designed to facilitate student created professional quality documents, spreadsheets, and presentations. In this course students will learn and master the most commonly used features of Microsoft Word, Excel, PowerPoint, and Access. Upon completion of this course, students will have developed the technical skills and software knowledge necessary for entry into the 21st century workforce as well as the background required for college course applications.

Essentials of Microsoft Office

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Microsoft word	approx. 5 weeks
Unit 2	Microsoft Excel	approx. 10 weeks
Unit 3	Microsoft Access	approx. 10 weeks
Unit 4	Microsoft PowerPoint	approx. 10 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards (NJSL)

8.1–Educational Technology

- 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.
- 8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

9.3– Career and Technical Education

Career Cluster: Business Management and Administration

- 9.3.12.BM.3: Explore, develop and apply strategies for ensuring a successful business career.

Pathway: General Management

- 9.3.12.BM-MGT.4: Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.7: Plan, organize and manage an organization/department to achieve business goals.

Common Career Technical Core (CCTC)

Career Cluster: Business Management and Administration

- BM.3: Explore, develop and apply strategies for ensuring a successful business career.

Pathway: General Management

- BM-MGT.4: Employ and manage techniques, strategies and systems to enhance business relationships.
- BM-MGT.5: Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- BM-MGT.7: Plan, organize and manage an organization/department to achieve business goals.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.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.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Course: Microsoft Office Unit: IV Microsoft PowerPoint Grade Level: 9-12	Unit Overview: Students will examine the power of presentations through skill mastery of Microsoft PowerPoint.
New Jersey Student Learning Standards (NJSLS): 8.1.12.A.2; 8.1.12.D.5; 8.1.12.F.1; 9.3.12.BM.3; 9.3.12.BM-MGT.5; 9.3.12.BM-MGT.7	
Common Career Technical Core (CCTC): BM.3; BM-MGT.5; BM-MGT.7	
Common Core State Standards (CCSS): CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Examine the role of presentation skills and career and academic success. NJSLS: 8.1.12.A.2; 8.1.12.D.5; 8.1.12.F.1; 9.3.12.BM.3 CCTC: BM.3 CCSS: CCSS.ELA-LITERACY.W.11-12.7;	How can presentation skills help you succeed? What is a good presentation?	<ul style="list-style-type: none"> • Identify your audience. • Keep text brief and to the point. • Use attractive color schemes. • Use animation sparingly. • Rehearse and revise your presentation. 	Journal: What makes a good presentation? How do you think good presentation skills will help you in the career of your choice? Who am I? Presentation Create a short	Presentation Skills: http://www.skillsyouneed.com/presentation-skills.html Presentation Skills Linked to Career Success, Survey Finds http://www.itbusinessedge.com/blogs/from-under-the-rug/presentation-skills-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCSS.ELA-LITERACY.W.11-12.10		<ul style="list-style-type: none"> • Speak clearly and to your audience. 	PowerPoint presentation about who you are and present to your class. Students will peer review using a rubric.	linked-to-career-success-survey-finds.html
<p>Identify the importance of PowerPoint application skills.</p> <p>NJSLS: 8.1.12.A.2; 8.1.12.D.5; 8.1.12.F.1; 9.3.12.BM.3 CCTC: BM.3 CCSS: CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10</p>	Why learn PowerPoint?	<ul style="list-style-type: none"> • Identify parts of the PowerPoint Screen. • Work with the Ribbon, Office button, and dialog boxes. • Open an existing presentation. Insert and edit text on slides. • Start and run slide shows. • Preview and print a presentation. 	<p>Tutorial: Create a PowerPoint tutorial outlining the importance of the application and how it can be used in academics as well as career settings.</p> <p>Journal: Does PowerPoint help or hinder learning?</p>	<p>Importance of PowerPoint Skills http://www.businessstrainingdirect.co.uk/references/powerpoint-skills-07-01-08.php</p> <p>Factors and Benefits of Presentation Skills http://www.businessstrainingdirect.co.uk/references/factors-and-benefits-of-presentation-skill-08-09-08.php</p> <p>The Importance of PowerPoint in Business https://www.linkedin.com/pulse/what-importance-powerpoint-business-</p>

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<p>Demonstrate the techniques for making sure presentations are impressive and convey the message to the audience.</p> <p>NJSLS: 8.1.12.A.2; 8.1.12.D.5; 8.1.12.F.1; 9.3.12.BM.3; 9.3.12.BM-MGT.5; 9.3.12.BM-MGT.7 CCTC: BM.3; BM-MGT.5; BM-MGT.7 CCSS: CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10</p>	<p>What are the techniques for making sure presentations are impressive and convey the message to the audience?</p>	<ul style="list-style-type: none"> • Use themes. Promote and demote text. • Create diagrams, tables, and charts. • Insert Clip Art, pictures, shapes, and WordArt. • Use Spelling Checker and Thesaurus. • Track Changes. 	<p>Today in History: Students research an event that happened on [a particular] day in history and then create a ten- to 15-slide presentation about it.</p> <p>Presentation: Help your students create a PowerPoint presentation incorporating technology into the subjects of reading, art, and computer literacy. The theme in this presentation is colors, but other themes, such as multiculturalism and holidays, can also be used. (For a tutorial on using PowerPoint, go to the Education World article PowerPoint --</p>	<p>rajnikant-khatri</p> <p>How to Create an Amazing PowerPoint Presentation: https://www.youtube.com/watch?v=0GicdJg-6Kw</p> <p>Tips for Effective PowerPoints http://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx</p> <p>10 tips on how to make slides that communicate your idea, from TED's in-house expert http://blog.ted.com/10-tips-for-better-slide-decks/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Creating Classroom Presentations.) http://www.educationworld.com/a_tsl/archives/00-2/lesson0023.shtml	
<p>Identify the tools for formatting content necessary for the development of consistent presentations.</p> <p>NJSLS: 8.1.12.A.2; 8.1.12.D.5; 8.1.12.F.1; 9.3.12.BM.3; 9.3.12.BM-MGT.5; 9.3.12.BM-MGT.7 CCTC: BM.3; BM-MGT.5; BM-MGT.7 CCSS: CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10</p>	<p>How do tools for formatting content help create consistent presentations?</p>	<ul style="list-style-type: none"> • Customize slide backgrounds. • Modify slide layouts, fonts, and text. • Modify and add effects to pictures, shapes, and graphics, Apply animation and transition effects. Work with slide masters. • Use headers and footers 	<p>Formatting Exercise: http://www.abss.k12.nc.us/Page/14839</p> <p>Practical Image Tips and Exercises for PowerPoint https://www.webjunction.org/content/dam/WebJunction/Documents/webJunction/Practical_PPT_Image_Tips.pdf</p> <p>Presentation Lesson and Activities http://georgeacademics.com/LessonPlans/CompApps/lessonCompApps.htm</p>	<p>PowerPoint Formatting http://eslide.com/powerpoint-formatting/</p> <p>Presentation Consistence Tips http://www.presentation-process.com/powerpoint-slide-design-tips.html</p>
<p>Evaluate how a presentation can be</p>	<p>How should a presentation be prepared</p>	<ul style="list-style-type: none"> • Add, delete, and rearrange slides. 	<p>Creating an Effective PowerPoint: Using</p>	<p>Effective Presentations http://www.emlf.org/cli</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>prepared to maximize its effectiveness.</p> <p>NJSLS: 8.1.12.A.2; 8.1.12.D.5; 8.1.12.F.1; 9.3.12.BM.3 CCTC: BM.3 CCSS: CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10</p>	<p>to maximize its effectiveness?</p>	<p>Add hyperlinks and action buttons.</p> <ul style="list-style-type: none"> • Use grids and guides. • Create custom shows. • Rehearse timings. • Markup presentations electronically with a pen or highlighter. • Prepare presentations by saving them in various formats. • Preview slides and modify printing options. 	<p>color, language, font and formatting choose a presidential candidate and present them to the class.</p> <p>Business Report: Imagine you are the CEO of the Coca Cola Corporation. Present the current state of the company using public data via PowerPoint Presentation.</p> <p>Print Handouts: Open the presentation for which you want to print handouts.</p> <ol style="list-style-type: none"> 1. Click the Microsoft Office Button, click the arrow next to Print, and then click Print Preview. 2. In the Page Setup group, click the arrow under Print 	<p>ntuploads/speaker_info/Effective.PowerPoint.pdf</p> <p>Strong PowerPoint Skills http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4189377/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>What, and then select the handout layout option that you want from the list.</p>	
<p>Explore the use of advanced PowerPoint tools/skills to make a presentation more attractive.</p> <p>NJSLS: 8.1.12.A.2; 8.1.12.D.5; 8.1.12.F.1; 9.3.12.BM.3; 9.3.12.BM-MGT.5; 9.3.12.BM-MGT.7 CCTC: BM.3; BM-MGT.5; BM-MGT.7 CCSS: CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10</p>	<p>What advanced tools in PowerPoint can I use to my presentation more attractive?</p> <p>What skills can I learn to help me to better manage my presentation?</p>	<ul style="list-style-type: none"> • Insert and format text boxes • Apply Quick Styles • Modify tables and charts • Modify illustrations & shapes • Create & modify SmartArt diagrams • Use templates • Insert placeholders • Apply animation and set presentations to loop • Save presentations as web files 	<p>Children’s Internet Safety PowerPoint: In groups of 3-5 students will plan and produce an animation sequence for young children on internet safety using technology tools to import images.</p> <p>Journal: What is animation and how can it be used in the workplace?</p> <p>Quick Write and Share: What is the most attractive and appropriate template for business and why?</p> <p>Creating Moving</p>	<p>PowerPoint Animation and Motion Effects https://elearningart.com/blog/powerpoint-stop-motion-animation-effects/</p> <p>Creating Flashcards in PowerPoint: http://www.ispringsolutions.com/blog/creating-flashcards-in-powerpoint-using-trigger-animations/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> • Save slides as images • Add digital signatures to a presentation • Mark a presentation as final 	<p>Animations in Microsoft® PowerPoint®</p> <ol style="list-style-type: none"> i. To make an object or image move, select Slide Show> Custom Animation. ii. From the Custom Animation task pane, select Add Effect> Motion Path. Choose a motion path to suit. You may like to use a simple line or perhaps you would like to draw a free hand motion path for your character to follow: iii. Adjust the Start: option to With Previous. This way the animation will start at the same time 	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>as the music file. Adjust the speed of the motion to suit:</p> <p>iv. Adjust the Start: option to With Previous. This way the animation will start at the same time as the music file. Adjust the speed of the motion to suit.</p> <p><u>Animated Stories using Microsoft PowerPoint</u> Select a blank page in Microsoft PowerPoint. Student will create an animated story of their life using the MS PowerPoint skills they have acquired. Students will present their stories to the class.</p>	

Unit 4 Vocabulary

Animation
Background
Blank Presentation
Bullets
Clip Art
Design Template
Effects
Handout
Hyperlink
Multimedia
Notes Page
Outline View

Placeholders
Slide
Slide Layout
Slide Master
Slide Sorter
Slide Show
Slide View
Title Slide
Summary Slide
Transitions
View Buttons

Suggested Unit Projects

Choose At Least One

<p>Animation PPT</p> <p>Introduction Students LOVE to use animation schemes in PowerPoint presentations. Frequently, these schemes are used inappropriately and the focus of the presentation becomes the animation, not the information. NOT THIS TIME! This presentation is about Custom Animation in PowerPoint presentations. We will discover and share appropriate ways to use this tool.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Open PowerPoint, select <file> and <save as> last first ppt animation 2. Select <Format> and <Slide Design> 3. Select one of the themes from the lower right pane 4. Select <Format> and <Slide Layout > and then the Title 2 column slide 5. Select <Slide Show> and <Custom Animation> 6. Build 6 slides: <ul style="list-style-type: none"> o 2 for "add effects" Entrance o 2 for "Emphasis" o 2 for Exit 7. On each slide provide: <ul style="list-style-type: none"> o Title o 3 examples of choices available for each animation o Comments 8. For example ... See this 2 slide PowerPoint presentation . It will give you a very clear idea of what you are trying to accomplish 9. Notice the following in the PowerPoint presentation: 	<p>DEVELOP A POWERPOINT PRESENTATION ON A TOPIC OF YOUR CHOICE. EACH PRESENTATION MUST INCLUDE THE FOLLOWING: (minimum of 6 slides)</p> <ol style="list-style-type: none"> 1. CUSTOM BACKGROUND WHICH INCLUDES AT LEAST ONE EACH OF: <ul style="list-style-type: none"> • COLOR • GRADIENT • TEXTURE • PATTERN • PICTURE FROM WEB 2. TEXT ON ALL SLIDES WHICH PROVIDES A LOGICAL PRESENTATION 3. DIFFERENT SIZE, SHAPE AND COLOR FONT ON EACH SLIDE 4. BOLD, ITALIZE, UNDERLINE, CENTER, LEFT AND RIGHT JUSTIFY (DO EACH OF THESE ON AT LEAST TWO SLIDE 5. CUSTOM BULLETS ON TWO SLIDES 6. GRAPHICS WHICH INCLUDE
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<ul style="list-style-type: none"> ○ Consistent theme on both slides ○ Consistent title (type, color, size, bolding) ○ Consistent use of font (type, color, size, bolding) ○ Correct use of bullets as lists <p>10. Build an intro slide</p> <ul style="list-style-type: none"> ○ Include: <ol style="list-style-type: none"> 1. Name, Period, Title 2. Some kind of graphic that relates to this presentation <p>11. Build a concluding slide. GO WILD!! Use all kinds of animation just for fun!</p>	<ul style="list-style-type: none"> A. CLIPART FROM POWERPOINT OR THE WEB (1 SLIDE) B. ONE PICTURE FROM THE WEB C. ONE ANIMATED GIF FROM THE WEB D. WORDART (2 SLIDES) E. SCANNED PICTURE (1 SLIDE) F. CROPPED PICTURE (1 SLIDE) <p>7. SOUND</p> <ul style="list-style-type: none"> A. POWERPOINT SOUND (2 SLIDES) B. WEB SOUNDS (2 SLIDES) <p>8. TRANSITIONS FOR EACH SLIDE</p> <p>9. ANIMATION EFFECTS ON EACH SLIDE</p> <p>10. DIM ON THREE SLIDES</p> <p>11. INTRODUCE TEXT DIFFERENTLY...BY LETTER, BY WORD, AND ALL AT ONCE (at least one example of each)</p> <p>12. GROUP BY DIFFERENT LEVELS, 1ST, 2ND, AND 3RD</p> <p>13. PUT NAME AS A FOOTER ON EACH SLIDE</p> <p>14. SAVE ON T DRIVE, IN THE SUBDIRECTORY OF YOUR COURSE NUMBER (example etec305-05), USING THE FILE NAME OF PPT1 AND YOUR LAST NAME. AFTER USING SAVE AS INITIALLY CLICK ON DISK ICON.</p>
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Suggested Structured Learning Experiences

Google Inc.

Address: 76 9th Ave, New York, NY 10011

Phone: [\(212\) 565-0000](tel:(212)565-0000)

William Paterson University

College of Business

Address: 1600 Valley Rd, Wayne, NJ 07470

Phone: [\(973\) 720-3855](tel:(973)720-3855)