

International Society for Technology in Education (ISTE) - Grades 6-12

Health, Vocational Education and Computer Education/Instructional Technology Standards

TITLE: **Learn-by-Doing: Microsoft PowerPoint 2013**

ISBN: 978-1-934422-80-9

#	Standard	Text Correlation	Correlation Narrative
1	<i>Creativity and Innovation</i> <i>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</i> <i>a. apply existing knowledge to generate new ideas, products, or processes</i> <i>b. create original works as a means of personal or group expression</i> <i>c. use models and simulations to explore complex systems and issues</i> <i>d. identify trends and forecast possibilities</i>	Lessons: 1.1-1.6, 2.1-2.4, 3.1-3.5, 4.1-4.3, 5.1-5.5, 6.1-6.2; Units 1-6 Written Assessments; Instructor's Resource CD	Each project is organized in a self-guided format. Students read, comprehend and apply the project scenario, directions and formatting requirements to produce professional presentations using presentation software. New skills and a visual guide lead the student to an end product. Skill building occurs, leading student to a more efficient outcome.
2	<i>Communication and Collaboration</i> <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</i> <i>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</i> <i>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</i> <i>c. develop cultural understanding and global awareness by engaging with learners of other cultures</i> <i>d. contribute to project teams to produce original works or solve problems</i>	Lessons: 1.1-1.6, 2.1-2.4, 3.1-3.5, 4.1-4.3, 5.1-5.5, 6.1-6.2; Units 1-6 Written Assessments; Instructor's Resource CD	Students combine text, graphics and animation to create professional business and marketing presentations in a real-world application. Projects are designed to be completed independently, but also encourage collaboration and brainstorming to develop an effective presentation that delivers a clear message. Problem solving skills are put to the test when students are to follow written directions to model a source document while covering all required technical criteria. Students are encouraged to design end products that appeal to the masses.

3	<p>Research and Information Fluency <i>Students apply digital tools to gather, evaluate, and use information. Students:</i></p> <ul style="list-style-type: none"> <i>a. plan strategies to guide inquiry</i> <i>b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</i> <i>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</i> <i>d. process data and report results</i> 	<p>Lessons: 1.1-1.6, 2.1-2.4, 3.1-3.5, 4.1-4.3, 5.1-5.5, 6.1-6.2; Units 1-6 Written Assessments; Instructor's Resource CD</p>	<p>Using content provided and graphics from other media sources, students will complete presentation creation requirements. Student projects are common end products for any business, and therefore encourage inquiry through research of sample documents. The written and performance assessments demonstrate mastery of reading and comprehension of text, as well as application of terms and skills.</p>
4	<p>Critical Thinking, Problem solving, and Decision Making <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</i></p> <ul style="list-style-type: none"> <i>a. identify and define authentic problems and significant questions for investigation</i> <i>b. plan and manage activities to develop a solution or complete a project</i> <i>c. collect and analyze data to identify solutions and/or make informed decisions</i> <i>d. use multiple processes and diverse perspectives to explore alternative solutions</i> 	<p>Lessons: 1.1-1.6, 2.1-2.4, 3.1-3.5, 4.1-4.3, 5.1-5.5, 6.1-6.2; Units 1-6 Written Assessments; Instructor's Resource CD</p>	<p>The hierarchical skill-level format builds competency as the student applies software skills and critical thinking to produce the required end product. In each lesson, instruction and source documents are provided to guide the student, but in such a way as to encourage experimentation and inquiry toward a more efficient way to get to the same outcome.</p>
5	<p>Digital Citizenship <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:</i></p> <ul style="list-style-type: none"> <i>a. advocate and practice safe, legal and responsible use of information and technology</i> <i>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</i> <i>c. demonstrate personal responsibility for lifelong learning</i> <i>d. exhibit leadership for digital citizenship</i> 	<p>Lessons: 1.1-1.6, 2.1-2.4, 3.1-3.5, 4.1-4.3, 5.1-5.5, 6.1-6.2; Units 1-6 Written Assessments; Instructor's Resource CD</p>	<p>Whether collaborating on ideas or working individually, students produce their own work, following the rules established in the classroom. This type of creative simulation encourages inquiry and experimentation towards proficiency with the software. The ultimate goal of the electronic presentation is to be used as a tool for the oral presentation, thus encouraging practice of this valuable skill for life.</p>

6	<p><i>Technology Operations and Concepts</i> <i>Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</i></p> <ul style="list-style-type: none"> <i>a. understand and use technology systems</i> <i>b. select and use applications effectively and productively</i> <i>c. troubleshoot systems and applications</i> <i>d. transfer current knowledge to learning new technologies</i> 	<p>Lessons: 1.1-1.6, 2.1-2.4, 3.1-3.5, 4.1-4.3, 5.1-5.5, 6.1-6.2; Units 1-6 Written Assessments; Instructor's Resource CD</p>	<p>Most of the projects in this book build upon skills practiced in previous projects. Students are not only required to show proficiency in creating presentations, but skills in using technology such as file management, working with graphics images, digital design and layout and printing documents. Skills learned and applied early in the simulation aid in learning and applying more difficult and comprehensive skills. If the student has used a different presentation software in the past, the student will be flexible and open to change in learning the new program.</p>
---	---	---	---
