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Microsoft Word 2007 and Powerpoint 2007 Units for ELL Students in Introduction to Information Technology

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MICROSOFT WORD 2007 AND POWERPOINT 2007 UNITS FOR ELL STUDENTS

IN INTRODUCTION TO INFORMATION TECHNOLOGY

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

Education Administration

by

Janel Jo LeMieux

August 5, 2009

ABSTRACT

MICROSOFT WORD 2007 AND POWERPOINT 2007 UNITS FOR ELL STUDENTS

IN INTRODUCTION TO INFORMATION TECHNOLOGY

by

Janel Jo LeMieux

August 5, 2009

Trying to settle in a country whose language a person does not speak is
challenging in itself. Attending a computer class when a person has never touched a
computer is just another hurdle to overcome. The current curriculum is not conducive to
English Language Learners in Introduction to Information Technology. Microsoft Word
2007 and Microsoft PowerPoint 2007 are two of the most widely used computer
programs in the school. For this reason more effective curriculum was created for ELL
students enrolled in the Introduction to Information Technology class.

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CHAPTER I

INTRODUCTION

Background of the Project

An English Language Learner (ELL) is "a student whose first language is other

than English and who is in a special program for learning English (which may be

bilingual education or English as a second language)" (Lexicon of Learning, 2008). It is

widely known that ELL students in the United States face unique challenges to reach

academic success. Not only do ELL students struggle to understand cultural differences,

they can be delayed by their lower-level English language skills (Papai, 2000). With that

being known, the number of ELL students enrolled in United States public education has

grown significantly over the years. The percentage change from the 1994-1995 school

year to the 2004-2005 school year was 56.2% (Numbers & Statistics Resources, 2006).

This means there are more struggling ELL students in the United States than ever before.

Technology is one of the resources that will forever be growing and is a necessity

to have some understanding and usage level if a person wants to progress in his/her

career. Technology can be a challenge to many people, but especially to ELL students

who have a difficult time with English, much less, technology vocabulary. It is easy for

ELL students to become lost in the instructional part of a lesson while other students

move fluently with the teacher directions (Schools, 1999).

Statement of the Problem

Think of the word "mouse." To an ELL student that simply means a small rodent;

yet, in technology it is something completely different. Vocabulary development is an

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issue when teaching ELL students technology. In addition, teachers know that demonstrating and then having students follow along is an effective practice. However, it is difficult for ELL students to follow along and they become lost and frustrated very quickly (Robertson, 2008).

Most of the computer tutorials and textbooks are too wordy and complicated for ELL students. These students need basic computer skills to complete assignments in other classes (Visilearn' Research Study, 2003). Introduction to Information Technology (IIT) is the perfect class for the students to learn the common computer programs of Microsoft Word 2007 and PowerPoint 2007, yet the IIT curriculum is not effective for ELL students to learn all that they can.

Purpose of the Project

The purpose of the this project is to create Microsoft Word 2007 and Microsoft PowerPoint 2007 units for ELL students enrolled in Introduction to Information Technology. This curriculum will be implemented at Lindbergh High School in the Renton School District in grades 9-12. The use of the Internet will be incorporated throughout these units as research shows the use of the Internet is an integral part to the success of an ELL students' educational experience (Schools, 1999).

Significance of the Project

Currently, in the Renton School District, ELL students who are enrolled in the beginning computer class are set up with a typing tutorial and learn to type for the entire semester. While it is a way for ELL students to learn letters and how to type, they could be learning much more if given relevant and rigorous curriculum geared towards English language learners.

In addition, programs learned in the beginning computer class can be utilized in other disciplines. The Renton School District piloted a small learning communities program and even though it does not exist anymore, teachers still practice the theory of implementing themes across disciplines so students are able to apply what is learned in each class. A repetitive approach helps students learn the content more effectively (Small Learning Communities, 2002).

Students in the Renton School District are required to complete a culminating project in order to graduate. The ELL curriculum developed in the beginning computer class will provide ELL students with the foundation needed to complete the technological element of the culminating project. ELL students are already known to be performing below standards and have excessive dropout rates (The Nation's Report Card: 2005 Reading and Mathematics, 2005). The culminating project is another hurdle for ELL students to jump over so it is imperative they receive enough instruction to complete this project. The IIT class is essential for this piece.

Limitations of the Project

Most ELL students do not have computers or Microsoft programs at home so cannot practice at home what is learned at school (Robertson, 2008). In addition, just like non-ELL students, ELL students are all at different cognitive and noncognitive levels depending on how long they have been in the country and the educational level they received in their native country (Reigle, 2007). Teachers will have to identify the ability of each ELL student and determine if the ELL student can use the regular curriculum used by non-ELL students or the ELL curriculum created.

Definition of Terms

The following are terms with definitions that will help the reader comprehend the educational jargon used throughout this paper:

Career and Technical Education (Vocational Education): "A planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, preparation for industry-defined work, and advanced and continuing education" (Career and Technical Education).

Constructivism: "An approach to teaching based on research about how people learn. Many researchers say that each individual "constructs" knowledge rather than receiving it from others. People disagree about how to achieve constructive learning, but many educators believe that students come to understand abstract concepts best through exploration, reasoning, and discussion" (Lexicon of Learning, 2008).

Culminating (senior) project: "A graduation requirement in which each student will demonstrate essential skills through reading, writing, speaking, production and/or performance. To complete the project, students may be asked to write a research paper, work with a mentor in school or in the community, present to a community or peer panel, pull together a portfolio of work and/or develop a multi-media presentation" (Graduation Requirements).

Curriculum: "a written plan outlining what students will be taught (a course of study). Curriculum documents often also include detailed directions or suggestions for teaching the content. Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study. For example, the English

curriculum might include English literature, literature, world literature, essay styles, creative writing, business writing, Shakespeare, modern poetry, and the novel. The curriculum of an elementary school usually includes language arts, mathematics, science, social studies, and other subjects" (Lexicon of Learning, 2008).

Differentiated curriculum: "A form of instruction that seeks to "maximize each student's growth by meeting each student where she is and helping the student to progress. In practice, it involves offering several different learning experiences in response to students' varied needs. Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves" (Lexicon of Learning, 2008).

English Language Learner: "A student whose first language is other than English and who is in a special program for learning English (which may be bilingual education or English as a second language)" (Lexicon of Learning, 2008).

Introduction to Information Technology: "This is the first course in the Information Technology sequence of coursework. In this course the student will learn: The keyboard, 10-key pad and correct technique; Basic formatting of business documents and reports; and, Basic features of Word (word processing software), Access (database software), PowerPoint (presentation software) and Excel (spreadsheet software)" (Pathways, 1999-2006)

MS PowerPoint 2007: "Enables users to quickly create high-impact, dynamic presentations, while integrating workflow and ways to easily share information" (Microsoft Office PowerPoint 2007 Product Overview, 2008).

MS Word 2007: "A powerful authoring program that gives you the ability to create and share documents by combining a comprehensive set of writing tools with the easy-to-use Microsoft Office Fluent user interface" (Microsoft Office Word 2007 Product Overview, 2008).

Pedagogy: "The art of teaching—especially the conscious use of particular instructional methods. If a teacher uses a discovery approach rather than direct instruction, for example, she is using a different pedagogy" (Lexicon of Learning, 2008).

Performance based assessment: "A form of assessment that is designed to assess what students know through their ability to perform certain tasks. For example, a performance assessment might require a student to serve a volleyball, solve a particular type of mathematics problem, or write a short business letter to inquire about a product as a way of demonstrating that they have acquired new knowledge and skills. Advocates believe such assessments—sometimes called performance-based assessments—provide a more accurate indication of what students can do than traditional assessments, which might require a student to fill in the blank, indicate whether a statement is true or false, or select a right answer from multiple given choices. Evaluating students through task performance can be more time-consuming and therefore more expensive. Most large-scale assessments (such as state testing programs) use this form of assessment sparingly, if at all. But many educators believe it is worth the extra cost because it provides a more accurate and realistic picture of student learning" (Lexicon of Learning, 2008).

Project based assignment (method): "Teaching by engaging students in a long-term activity in which they gather information and develop a product of some kind, such as a written report, oral presentation, or model. Some educators believe that students learn

more, understand the content more thoroughly, and remember information and skills

longer when they work on a project" (Lexicon of Learning, 2008).

CHAPTER II

LITERATURE REVIEW

In 1963, President John F. Kennedy stated, "Simple justice requires that public

funds, to which all taxpayers of all races [colors, and national origins] contribute, not be

spent in any fashion which encourages, entrenches, subsidizes or results in racial [color

or national origin] discrimination" (Title VI of the Civil Rights Act of 1964, 2003).

Thus, Title VI of the Civil Rights Act of 1964 was founded. This act prohibits

discrimination on the basis of race, color, and national origin in programs and activities

receiving federal financial assistance (Title VI of the Civil Rights Act of 1964, 2003).

This, of course, included public education to all.

Nonetheless, compliance with this Act was not easy for some. This was best

described in the Lau v. Nichols case in 1974. A San Francisco school was accused of

discriminating against Chinese American ELL students by not providing appropriate

accommodations for their limited English proficiency. The United State Supreme Court

ruled in favor of the students saying the school district was not offering these students

equal educational opportunities on the basis of their ethnicity (Lau v. Nichols, 1974).

This was a landmark case for ELL students and their right to receive proper education.

Now, with the implementation of No Child Left Behind (NCLB) 2001, educators

are being held even more accountable for the success of all students. This means all

students, including ELL students, must meet the academic standards outlined by the state.

There are accommodations outlined to help ELL students during the high stakes testing

(No Child Left Behind). Now, more than ever, is a time when educators need to step up

and use instructional strategies so that ELL students can meet the criteria outlined by

NCLB. With over 5 million ELL students enrolled in grades Pre K-12, it is essential we reach out to them (Numbers & Statistics Resources, 2006).

In Washington State the ELL population has also grown significantly. The percentage change from the 1994-1995 school year to the 2004-2005 school year was 46.7%. Washington State now has approximately 76,000 ELL students enrolled in schools (Numbers & Statistics Resources, 2006). How are these students doing in relation to NCLB? On the 10th grade 2006-2007 Washington Assessment of Student Learning (WASL) only 38.3% passed the reading section, 10.7% passed the math section, 37.7% passed the writing section, and 2.9% passed the science section. In comparison, the state average meeting standard was 80.8% in reading, 50.4% in math, 83.9% in writing, and 36.4% in science (Washington State Report Card).

In the Renton School District, the ELL population has steadily increased every year. The current ELL enrollment for the 2007-2008 school years shows nearly 2,000 ELL students in the district (RSD ESL Enrollment, 2008). With these increases and the probability that the number of ELL students will continue to grow, teachers in the district need to be prepared to teach these students. One of those methods is with the use of technology.

Technology has been around for years. When looking at a timeline various forms of technology were used as early as in the 1940's. It is evident the computer age truly took off in the late 1980's and entered into most all schools in the early 1990's. The most significant usage of technology is the convenience of the Internet which is wired in all schools around the United States (History of Computers in Education, 2007).

Educators realize that technology plays an important part in students' education and that it can provide a useful component to ELL pedagogy. The availability of technology has risen and usage in the classroom has as well. With that, researchers have found many advantages of and a few disadvantages of using technology with ELL students (Schools, 1999).

Research suggests many benefits of using technology in classrooms with ELL students which include the following mentioned by Lee (2000) and Warschauer & Healey (1998):

- Experiential learning – the students choose what they learn by exploring and doing it themselves.

- Motivation – Most students love computers because they are known to be fun and enjoyable. Allowing students to use the computer increases motivation and creates a sense of independence.

- Enhanced Student Achievement – Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.

- Authentic Materials for Study – Students may access resources any time of day from multiple locations other than school.

- Great Interaction – Random access to Web pages breaks the linear flow of instruction. There are various ways to communicate with other people on the Internet.

- Individualization – Student personalities vary from very reserved to a high level of loud ambition. The computer allows students to work at his/her own pace.

- Independence from a single source of information – "Although students can still use their books, they are given the chance to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfills the need for interdisciplinary learning in a multicultural world" (Warschauer & Healey, 1998).

There are some disadvantages of technology assisting ELL students. One of the most common concerns is the financial burden it puts on the school district and possibly the ELL family who may be in a low socio-economic status. With this in mind, teachers may have to differentiate technology instruction (Robertson, 2008). In addition, technology changes at a relatively fast pace that it is difficult to keep up with the advancements. This can be a frustration to the teacher and to the student who has just learned the program and then it is updated (Lee, 2000). Lastly, ELL students need to have some basic technology knowledge before they apply computer technology to assist second language teaching and learning (Lai & Kritsonis, 2006). Fortunately, the IIT class in the Renton School District would allow ELL students to become familiar with computers; and, if properly taught, ELL students would be able to utilize the computer in other classes to advance their second language learning.

Instructional Methods

Sheltered Instruction Observation Protocol

Research was conducted for a decade before the concept of Sheltered Instruction

Observation Protocol (SIOP) was invented. After its implementation, research has

proven that English learners who have teachers trained and are consistently using the

SIOP model perform significantly higher than students who do not have teachers trained

in the SIOP model. What is SIOP? SIOP is a scientifically validated model of sheltered

instruction designed to make grade-level academic content understandable for English

learners while at the same time developing their English language. The protocol and

lesson planning guide ensure that teachers are consistently implementing practices known

to be effective for English learners (S.I.O.P Equity Academy, 2007).

This teaching strategy allows ELL students to perform and succeed academically

in content classes needed to graduate. As fearful as teachers are of having to completely

reconstruct what they already have created, this model does not require teachers to toss

out their lessons, but provides a different approach on how to teach what they always

have taught. It is important to note that SIOP can be used as an instructional model and

an observation protocol. It is beneficial for both teachers and administrators to be trained

in this method (Echevarria & Short, 2008).

As Echevarria & Short point out, the protocol is composed of 30 items grouped

into 3 sections:

1. Preparation – examines the lesson planning process, including the
   language and content objectives, the use of supplementary materials, and
   the meaningfulness of the activities.

2. Instruction – subdivided into six smaller categories which are building background, comprehensible input, strategies, interaction, practice/application, and lesson delivery. Within these categories emphasis is put on instructional practices that are critical for ELL students such as making connections with students' background experiences and prior learning, adjusting teacher speech, emphasizing vocabulary development, using multimodal techniques, promoting higher order thinking skills, grouping students appropriately for language and content development, and providing hands-on materials.

3. Review/assessment – four items consider whether the teacher reviewed the key vocabulary and content concepts, assessed student learning, and provided feedback to students on their output.

Understanding by Design (UBD)

As Stephen Covey states, "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction" (Covey, 1989). This statement represents the concept of the Understanding by Design (UBD) framework. UBD focuses on effective design of curriculum, instruction, and assessment so that students know what they are asked to learn and actually retain what is learned (Wiggins & McTighe, 2005).

Wiggins and McTighe (2005) indicate that UBD identifies three stages of backward design:

1. Identify desired results – What should students know, understand, and be able to do? What content is worthy of understanding? What enduring understandings are desired? This stage, essentially, is when the teacher narrows down and recognizes the goal(s).

2. Determine acceptable evidence – How will the teacher know if students have achieved the desired results? What will the teacher accept as evidence of student understanding and proficiency? Do not simply create ineffective lessons just so students have something to do. Teachers need to first "think like an assessor" before designing lessons so that they know how they will determine if students have learned what is being taught.

3. Plan learning experiences and instruction – Now that the teacher has identified goal(s) and established the evidence needed to prove understanding, it is time to develop the most suitable instructional activities. Teachers need to ask themselves, what enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively and achieve desired results? What activities will equip students with the needed knowledge and skills? What will need to be taught and coached, and how should it best be taught, in light of performance goals? What materials and resources are best suited to accomplish these goals?

Universal Design for Learning (UDL)

The Universal Design for Learning (UDL) was developed by a widely known research group called the Center for Applied Special Technology (CAST). UDL includes

Universally Designed Instruction (UDI) as well as the concept of Universally Designed Curriculum (UDC) and Universal Design in Assessment (UDA) (Universal Design for Learning: Reaching all, Teaching Al, 2004). In the research CAST (2007) conducted they identified three primary brain networks and the roles they play in learning:

- Recognition networks – how students identify and categorize what they see, hear, and read. Providing alternative representation of content can increase learning opportunities.

- Strategic networks – how students organize and express their ideas. Providing multiple options for expression and control will help add to the accessibility of learning to all students.

- Affective networks – how students are challenged, excited, or interested. Providing options that promote engagement, interest and motivation will help achieve optimal learning

CAST (2007) points out that UDL takes the concept of differentiated instruction and individualizes it. A universally-designed curriculum offers the following:

- Multiple means of representation to give learners various ways of acquiring information and knowledge

- Multiple means of action and expression to provide learners alternatives for demonstrating what they know

- Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn

What does this all mean? Dr. Burgstahler, a member of the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) organization at the University of Washington suggests the best way to apply the UDL approach (Universal Design of Instruction (UDI): Definition, Principles, and Examples, 2008):

- Class Climate – Welcome everyone, avoid stereotyping, be approachable and available, motivate all students, and address individual needs in an inclusive manner.

- Interaction – Promote effective communication, make interaction accessible to all participants, and encourage cooperative learning.

- Physical Environments and Products – Ensure physical access to facilities, arrange instructional spaces to maximize inclusion and comfort, ensure that everyone can use equipment and materials, and ensure safety.

- Delivery Methods – Select flexible curriculum, make content relevant, provide cognitive supports, provide multiple ways to gain knowledge, deliver instruction clearly and in multiple ways, make each teaching method accessible to all students and use large visual and tactile aids.

- Information Resources and Technology – Select materials early, use multiple, redundant presentations of content that use multiple sense, accommodate a variety of reading levels and language skills, when appropriate, given the goals of the course, ensure the availability of appropriate assistive technology.

- Feedback – provide regular feedback and corrective opportunities.

- Assessment – set clear expectations, provide multiple ways to demonstrate knowledge, monitor and adjust, test in the same manner in which you teach, minimize time constraints when appropriate.

- Accommodation – know how to arrange for accommodations.

Computer Instruction Methods

Visilearn (2003) conduct research that was both qualitative and quantitative in the more specific area of technology instruction. From its findings, the following techniques and methods were found most effective when teaching ELL students:

- Hands-on labs

- Simple, step-by-step instructions

- Lots of large graphics

- Information presented in small chunks

- Real-world exercises

Visilearn (2003) indicated that the teachers in the study said that class materials should be organized and presented in the following way:

- Tasks: Computer tutorials should be organized by tasks: the things most students want to do with the program.

- Steps: For each task, list concise, step-by-step instructions.

- Illustration: Illustrate each step with a computer screen shot that shows exactly what to do. The bigger the better.

- Reinforcement: At the end of each important task, include stand-alone exercises so students can practice the tasks. Include multiple exercises so students who work quickly remain occupied.

Additional tips included clear page numbering, a spot color, and spiral bound book so the book lays flat on the desk (Visilearn' Research Study, 2003).

Many English learners may not be comfortable with computers yet. To enhance the learners experience with computers and ease the fears of some students, Beare (1999) recommended the following can be done:

- Always check that the computer is on and the monitor is showing the correct image. If the teacher does not realize the computer is not on and starts teaching, this will create panic for the ESL student.

- If the student is extremely apprehensive of the computer, place that student next to a student who is very comfortable with computers and is open to helping other students. When the student helps the English learner, make sure the English learner uses the mouse and keyboard.

- Start easy and then increase computer activity. At the beginning, do not assign a difficult activity on the computer. Slowly transition into more complex assignments as the student becomes more comfortable with the computer.

Conclusion

In conclusion, once educators understand the pedagogical theories and research proven strategies surrounding the education of English Language Learners, there will be

an increase in test scores and in the value of education for this population: It can be done. Use of these strategies from the research in this study will provide a foundation in the creation of basic technology skills curriculum for ELL students to use in multiple classes and the senior culminating project for the district.

CHAPTER III

PROCEDURES

Introduction

The purpose of this project is to design curriculum which will aid English

Language Learners develop their computer skills. Specific computer programs will be

emphasized. Microsoft Word 2007 and Microsoft PowerPoint 2007 are the most

frequently used computer programs in schools and will, therefore, be highlighted. The

skills learned in the units will be fairly basic but are the most helpful techniques needed

for success in computer usage.

Personal Experience

The author is a high school (9-12) business education teacher concluding a sixth

year in education that has been completed at two distinctively different high schools. The

author's first place of employment was in a district with two predominant ethnicities:

Hispanic and Caucasian. At this school a specific course called Sheltered Keyboarding

for Spanish speaking students was taught by the author. A paraeducator was provided

and, fortunately, vague Spanish language skills were beneficial. With all students being

at relatively the same skill level it was somewhat easier to teach to all students without

many individual modifications. If a student was clearly comfortable with technology and

language skills were advanced, general education work was given.

The author's second and current place of employment provided a cultural shock.

The diversity in the school is massively different than at the first school. The minority

populations are the majority with nearly eighty foreign languages being spoken. Vague

Spanish language skills are not of use in this district. There is not a specific computer

course for a certain language because no one language is predominant. The implementation of previous "sheltered" assignments are of no usefulness as the directions are in Spanish and are intended for Spanish speaking direct instruction and demonstration. Currently, ELL students are enrolled in the Introduction to Information Technology (IIT) class required during a student's ninth grade year. Typically 2-5 ELL students are enrolled per class between the twelve sections taught during the year.

Development of the Project

After observing the difficulties ELL students encountered, the author was certain better curriculum could be developed for this struggling population. Therefore, beginning in the Summer of 2008, extensive research was conducted including historical information related to the English Language Learners, pedagogical practices, computer integration, and software resources. A multitude of sources were used to complete this research including the Education Resources Information Center (ERIC), ProQuest databases, educational and governmental Websites, books, and educational workshop manuals. In addition, computer software is needed to develop this curriculum. The author used personal experience and the advice of professionals to decide on the best program.

Procedures

When the research was completed, the author chose the best research data-driven pedagogical strategies for not only ELL students, but all students. Many steps needed to be done to create the most effective curriculum. These included: 1) gaining support from administration; 2) approval from advisory committee; 3) receiving support and feedback

from colleagues; 4) creating lesson plans aligned with instructional strategies; 5) issuing a trial implementation; and 6) project finalization.

The first step is more of a professional courtesy and an annual evaluation necessity. A day was set for the author to present to the school administration the project being developed. Afterwards, the administration provided the author with suggestions on rigorous and relevant literature to be used in the author's research and full support was shown. Since the author is a Career and Technical Education (CTE) instructor, the author informed the district CTE director of the project. The CTE director offered professional support whenever the author needed it and asked that the author's professional development activity (the project) be approved by the CTE advisory committee.

Step two was completed when the Business Education staff met with the CTE advisory committee comprised of community members in the business field. After the author presented the project, the advisory committee gave written approval of the professional development activities.

In addition, the other business educators were excited and offered much support and advice to the author. This led to step three of the project—receiving support and feedback from colleagues. The author arranged a meeting with business teachers from the district and ELL teachers from the school. The CTE staff in the district has experienced the same frustrations as the author when it came to ELL students learning the curriculum in the IIT class. The author took notes on these irritations, which were essentially unanimous, and discussed possible resolutions with the ELL instructors. The business educators and the ELL educators of the district departed the meeting optimistic of the author's project.

The author looked forward to step four: creating lesson plans aligned with instructional strategies. After all the research conducted and the personal experiences relayed, the first draft of the curriculum was developed using the pedagogical theories of Understanding by Design, Sheltered Instruction Observation Protocol, Universal Design for Learning, and the Visilearn research for computer instruction. Additionally, the author created performance-based assessments and some assignments were project based. The computer software, SnagIt, was utilized for the visual aspects of the curriculum so only relevant locations of the computer screen were displayed.

Step five occurred after the creation of the curriculum when the author dispersed a rough draft of the curriculum to other business educators in the district for a trial run. Of course the author used the curriculum in the school's IIT classes as well. After the first unit was tested, the author met with the business teachers and reviewed pros and cons of the curriculum.

After the debriefing, the last step included a printed revision and finalization of the curriculum. The curriculum was then handed out to other business educators in the district for use in all IIT classrooms.

CHAPTER IV

THE PROJECT

The following includes introductory units for Microsoft Word 2007 and
PowerPoint 2007. The graphical step-by-step assignments and multilevel assessments
comprised for each unit includes the following:

1. Microsoft Word 2007: Creating a Flyer

2. International Club Flyer

3. Play Auditions Flyer

4. Soccer Camp Flyer

5. Flyer Labeling Test

6. Renton River Days Assessment

7. Microsoft PowerPoint 2007: Creating a Presentation

8. Internet Safety Presentation

9. School Success Presentation

10. Dress for Success Presentation

11. PowerPoint Labeling Test

12. PowerPoint Test

13. Dream Vacation Project Assessment

Microsoft Word
Chapter 1
Creating a Flyer

Learning Objectives:

You will have mastered the tasks in this chapter when you can peform the following:

- Open Word
- Save a New Document
- Save to Current Location
- Enter Text
- Insert Clip Art
- Format Picture
- Insert Bullets
- Page Border

- Format text
  - Heading 1 Styles
  - Heading 2 Styles
  - Bold
  - Italics
  - Underline
  - Font Size
  - Font Style
  - Center
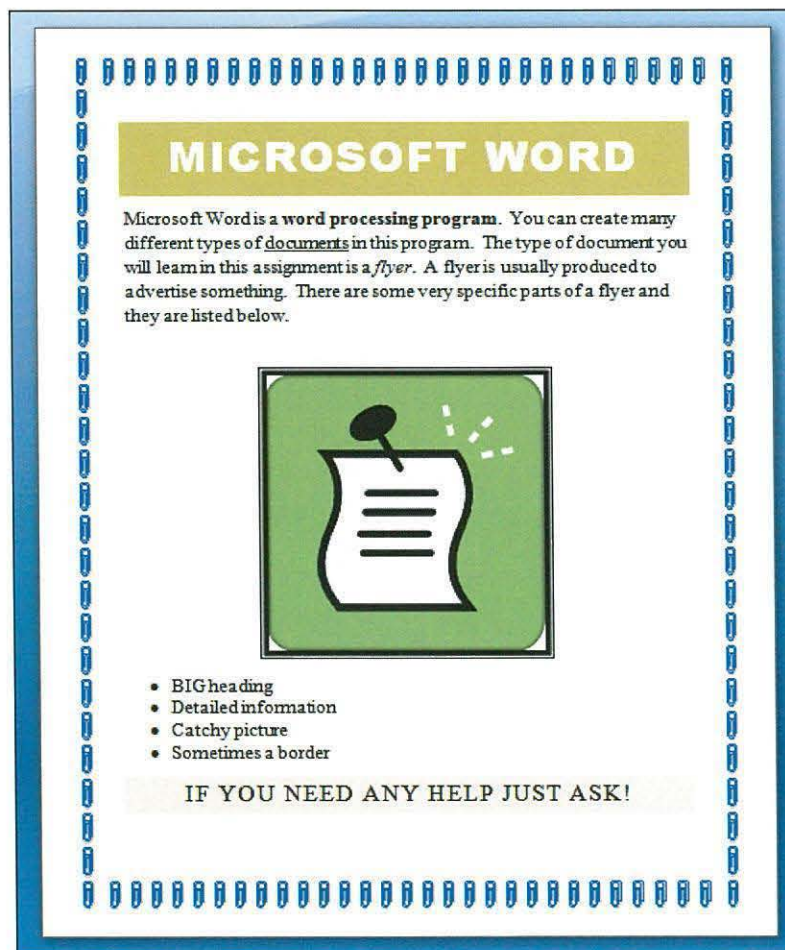
Directions:

Follow the bulleted instructions and look at the corresponding pictures to create the Microsoft Word Flyer

Learning Objective:

The student will be able to **open** and **save as** a word document

- **Open** Word

  Microsoft Office Word 2007

- **Click** the **"Office Button"**
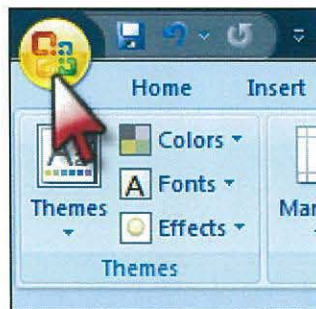
- Hover over **"Save As"**

- **Click** "Word Document"
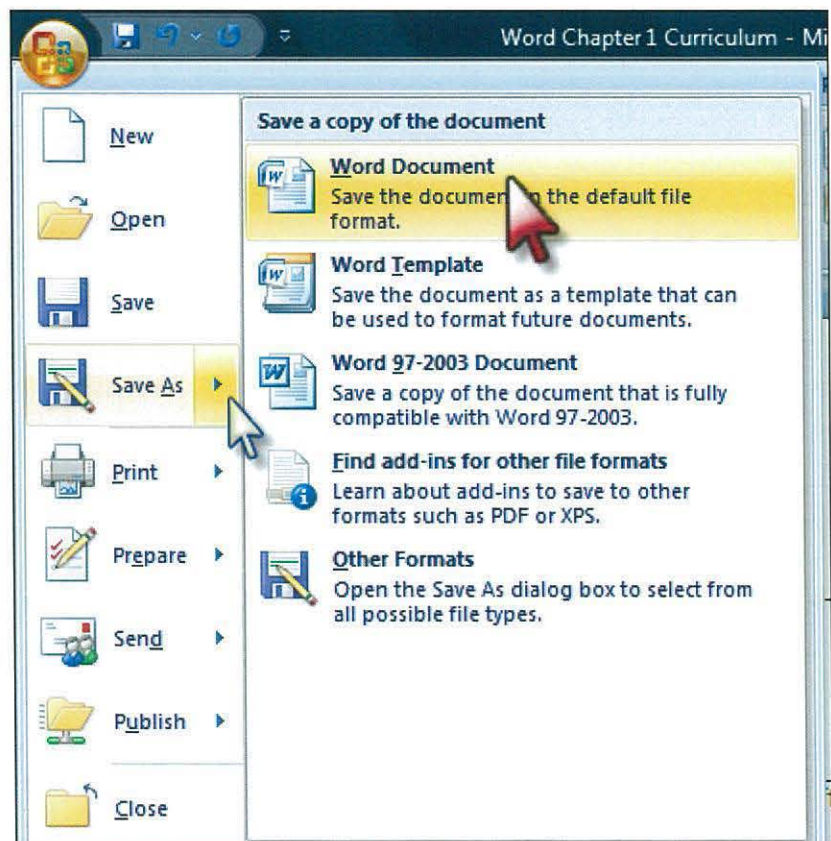
- Navigate to your "W: Drive"

(1) **Click** the "My Documents" **drop down arrow**

(2) **Click** the **W: drive** (the one with your login name)
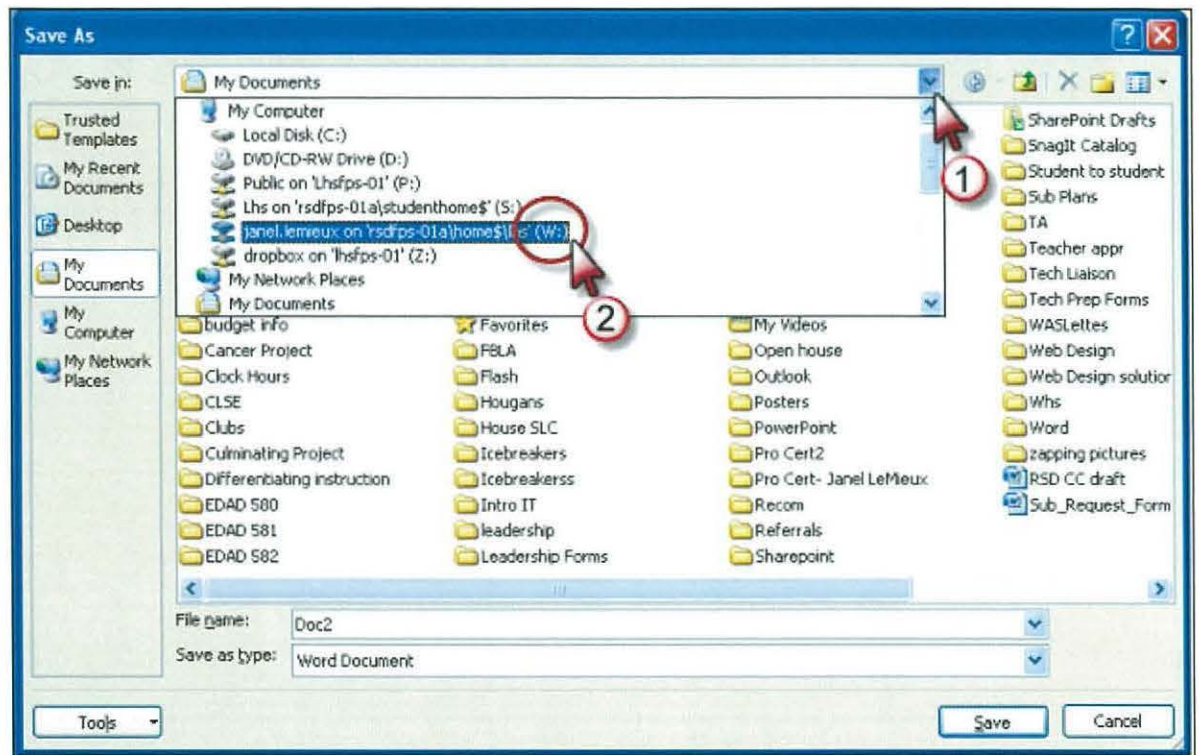
- **Click** the **New Folder** button
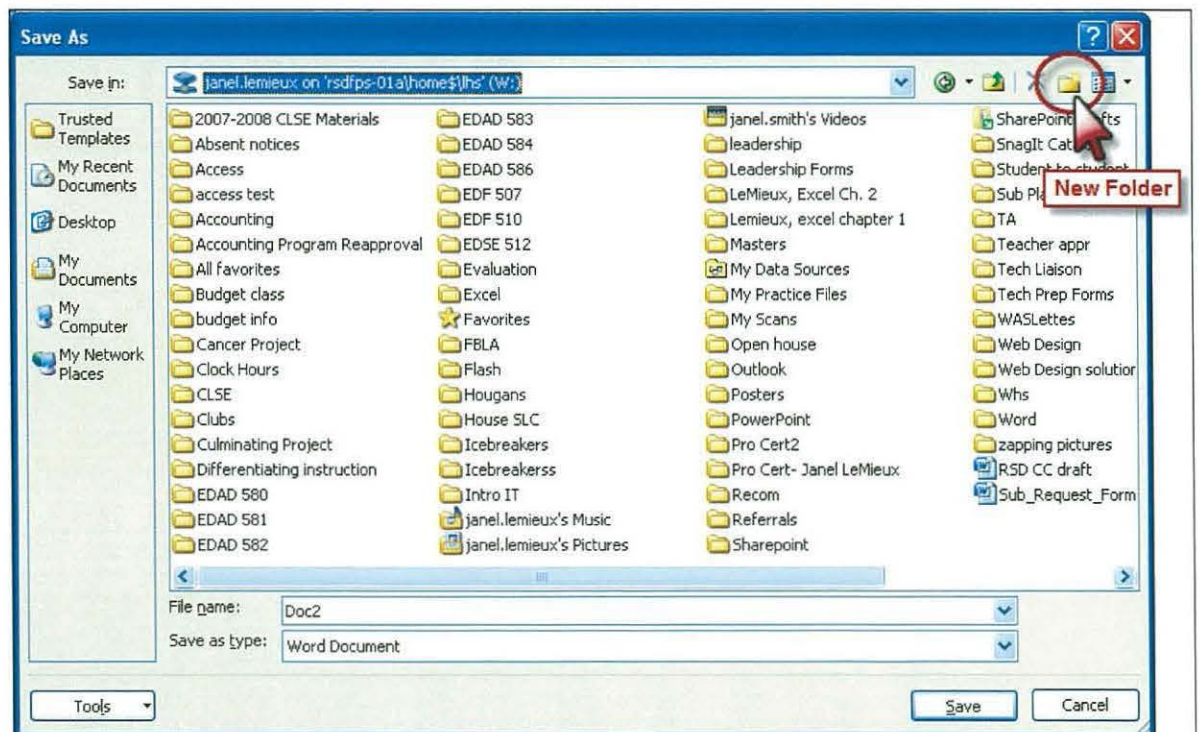
① Type:

Word Chapter 1

② Click "OK"

Save As

Save in: janel.lemieux on 'rsdfps-01a\home$\lhs' (W:)

- 2007-2008 CLSE Materials
- Absent notices
- Access
- access test
- Accounting
- Accounting Program Reapproval
- All favorites
- Budget class
- budget info
- Cancer Project
- Clock Hours
- CLSE
- Clubs
- Culminating Project
- Differentiating instruction
- EDAD 580
- EDAD 581
- EDAD 582

- EDAD 583
- EDAD 584
- EDAD 586
- EDF 507
- EDF 510
- EDSE 512
- Hodgans
- House SLC
- Icebreakers
- Icebreakerss
- Intro IT
- janel.lemieux's Music
- janel.lemieux's Pictures

- janel.smith's Videos
- leadership
- Leadership Forms
- LeMieux, Excel Ch. 2
- Lemieux, excel chapter 1
- Masters
- Posters
- PowerPoint
- Pro Cert2
- Pro Cert- Janel LeMieux
- Recom
- Referrals
- Sharepoint

- SharePoint Drafts
- SnagIt Catalog
- Student to student
- Sub Plans
- TA
- Teacher appr
- Tech Liaison
- Tech Prep Forms
- WASLettes
- Web Design
- Web Design solution
- Whs
- Word
- zapping pictures
- RSD CC draft
- Sub_Request_Form

New Folder ①

Name: Word Chapter 1

OK   Cancel   **②**

File name: Doc2

Save as type: Word Document

Tools   Save   Cancel

---

① Type:

Microsoft Word Flyer

② Click "**Save**"
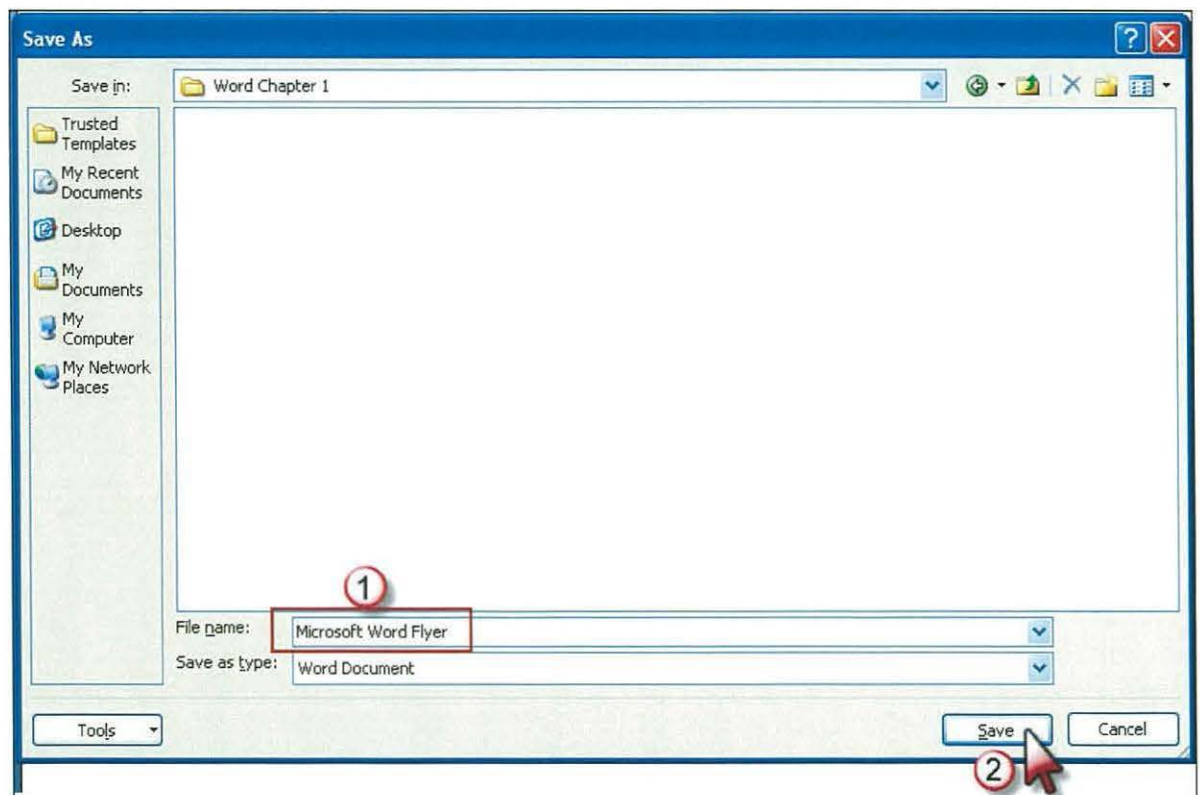
Save As

Save in: Word Chapter 1

- Trusted Templates
- My Recent Documents
- Desktop
- My Documents
- My Computer
- My Network Places

①

File name: Microsoft Word Flyer

Save as type: Word Document

Tools   Save   Cancel

②

Learning Objective:

The student will be able to **enter text** on a Word document

---

- Type the headline:

   Microsoft Word

Microsoft Word

- Press the **ENTER** key on your keyboard to move to the next line
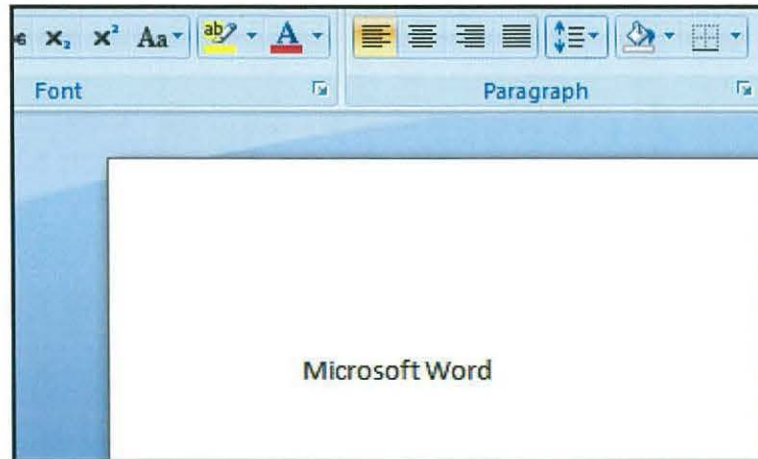
Microsoft Word

Insertion point moved to next line
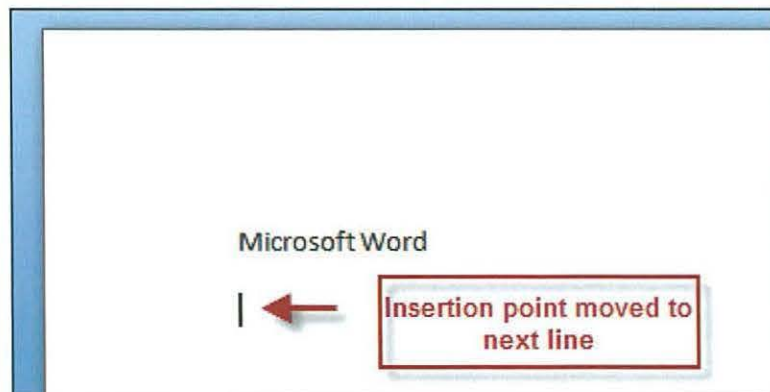
- Type the body:

Microsoft Word is a word processing program. You can create many different types of documents in this program. The type of document you will learn in this assignment is a flyer. A flyer is usually produced to advertise something. There are some very specific parts of a flyer and they are listed below.

Microsoft Word

Microsoft Word is a word processing program. You can create many different types of documents in this program. The type of document you will learn in this assignment is a flyer. A flyer is usually produced to advertise something. There are some very specific parts of a flyer and they are listed below.

- Press the **ENTER** (2) times on your keyboard to move to the next line
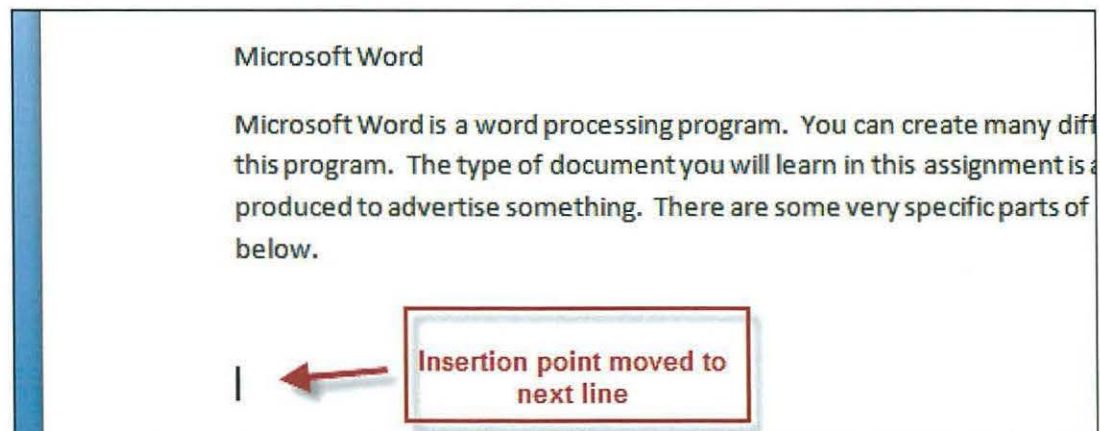
2 Enters

Microsoft Word

Microsoft Word is a word processing program. You can create many diff
this program. The type of document you will learn in this assignment is a
produced to advertise something. There are some very specific parts of
below.

Insertion point moved to next line

Learning Objective:

The student will be able to **save** to current location 🖫

- Click the quick "**Save**" button 🖫 to save what you have done so far.
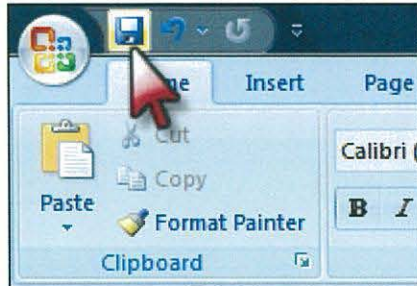
Learning Objective:

The student will be able to insert **Clip Art**

Clip Art

- **Click** the "**Insert**" tab on the ribbon
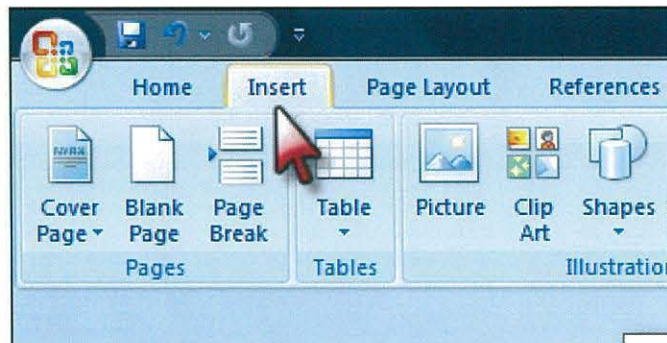
- Click "**Clip Art**"

Clip Art
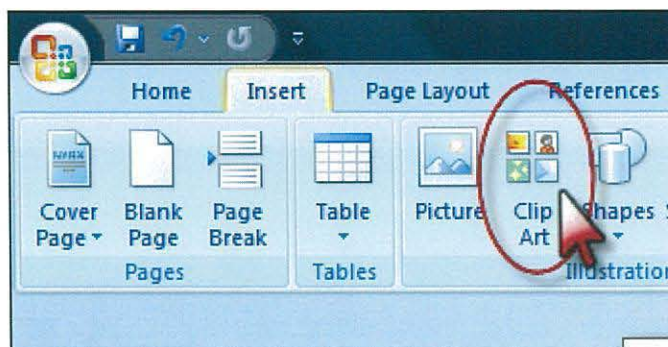
① Type: **Flyer**
in the **"Search for:"**
box

Hyperlink
Bookmark
Cross-reference

Shapes SmartArt Chart

Header Footer Page
Number

Text Quick WordArt Drop
Box Parts Cap

Signature Line
Date & Time
Object

π Equation
Ω Symbol

Illustrations   Links   Header & Footer   Text   Symbols

② **Click** "Go"

Clip Art

Search for: ①
flyer   Go

Search in:
All collections

Results should be:
All media file types

②
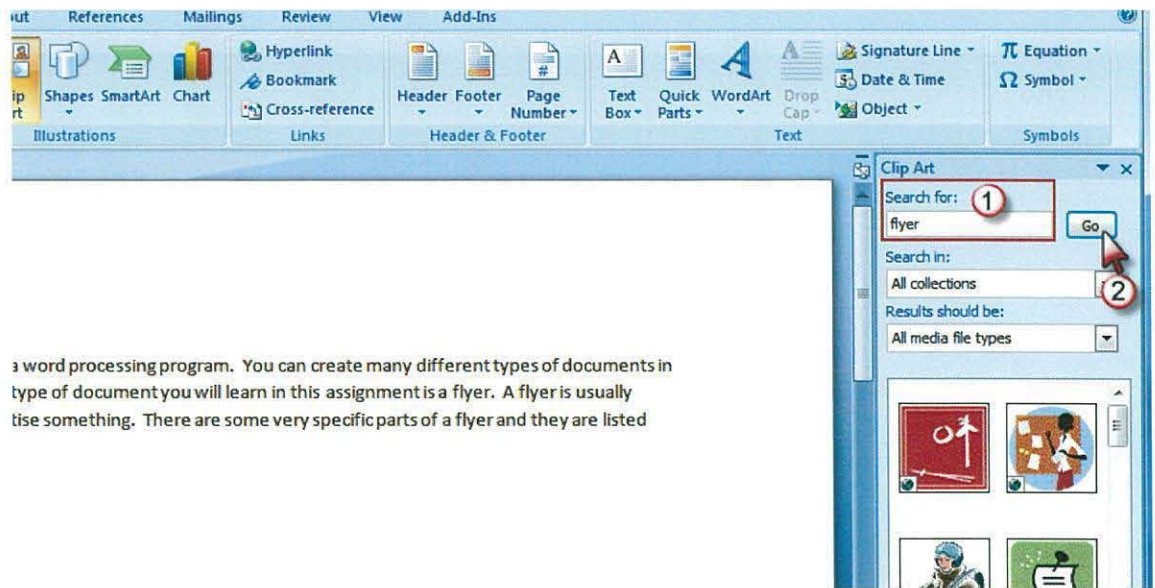
a word processing program. You can create many different types of documents in
type of document you will learn in this assignment is a flyer. A flyer is usually
tise something. There are some very specific parts of a flyer and they are listed

● **Click** the clip art
shown or a similar
clip art picture if
the circled one is
not available.

Clip Art

Search for:

flyer   Go

Search in:

All collections

Results should be:

All media file types
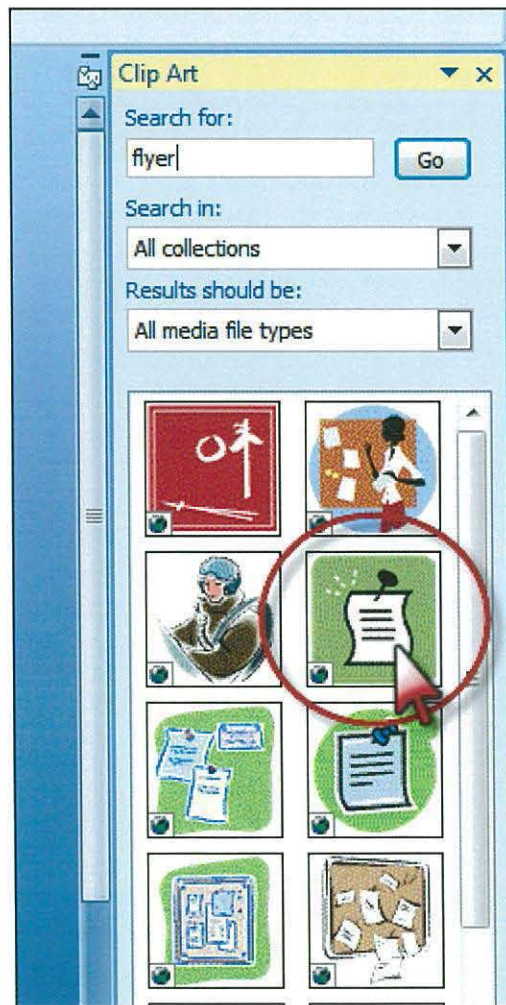
Learning Objective:

The student will be able to insert **Bullets**

● **Click** below the picture

> Microsoft Word
>
> Microsoft Word is a word processing program. You can create many different types of documents in this program. The type of document you will learn in this assignment is a flyer. A flyer is usually produced to advertise something. There are some very specific parts of a flyer and they are listed below.
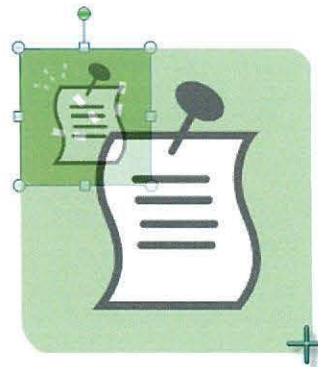>
> **Insertion point moved below picture**

● **Click** the **Bullets** button ▤ ▾ on the Home tab.
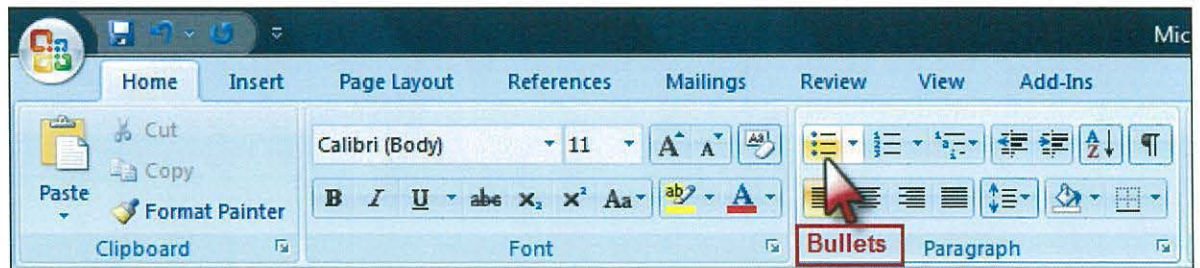
- Type:
  - **BIG heading**
  - **Detailed information**
  - **Catchy picture**
  - **Sometimes a border**

Microsoft Word

Microsoft Word is a word processing program. You can create many diffe
this program. The type of document you will learn in this assignment is a
produced to advertise something. There are some very specific parts of a
below.

- BIG heading [Enter]
- Detailed information [Enter]
- Catchy picture [Enter]
- Sometimes a border [Enter]
- |

- **Click** the **Bullets** button ⬛▾ again to get rid of the last bullet

Home | Insert | Page Layout | References | Mailings | Review | View | Add-Ins

Cut
Copy
Paste
Format Painter
Clipboard

Calibri (Body) | 11 | A⁺ A⁻
B *I* U ▾ abc x₂ x² Aa▾

Bullets | Paragraph

Font
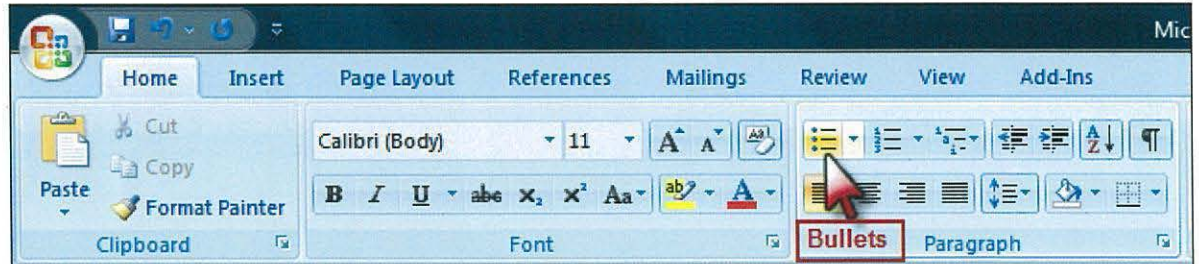
- Type:

If you need any help just ask!

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

If you need any help just ask!

Learning Objective:
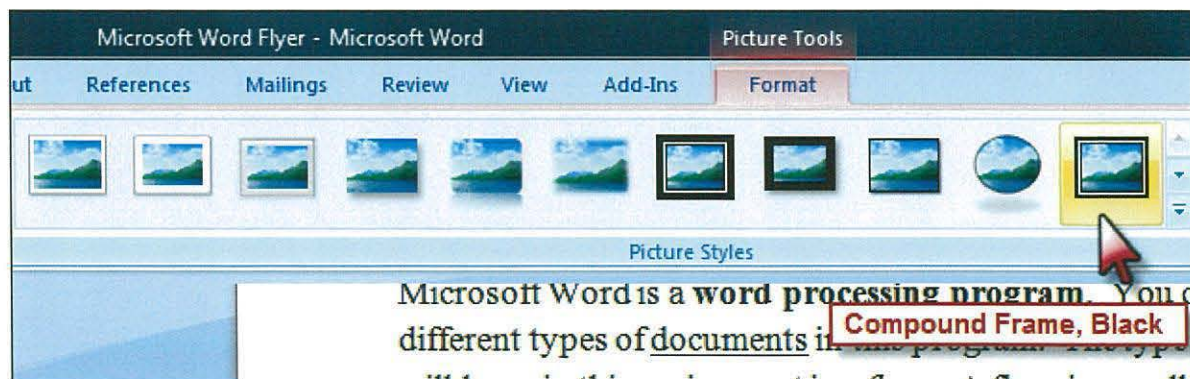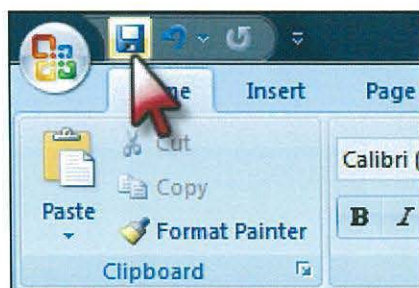
The student will be able to **save** to current location

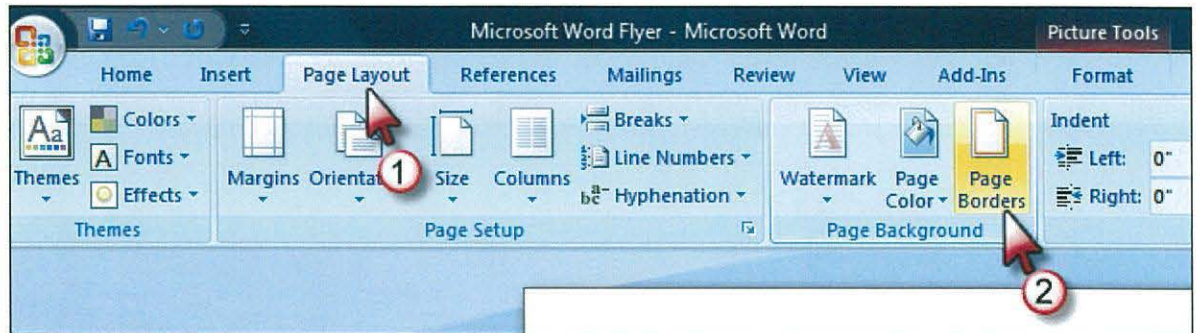- **Click** the quick "**Save**" button to save what you have done so far.
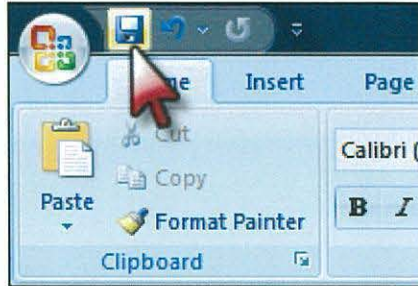
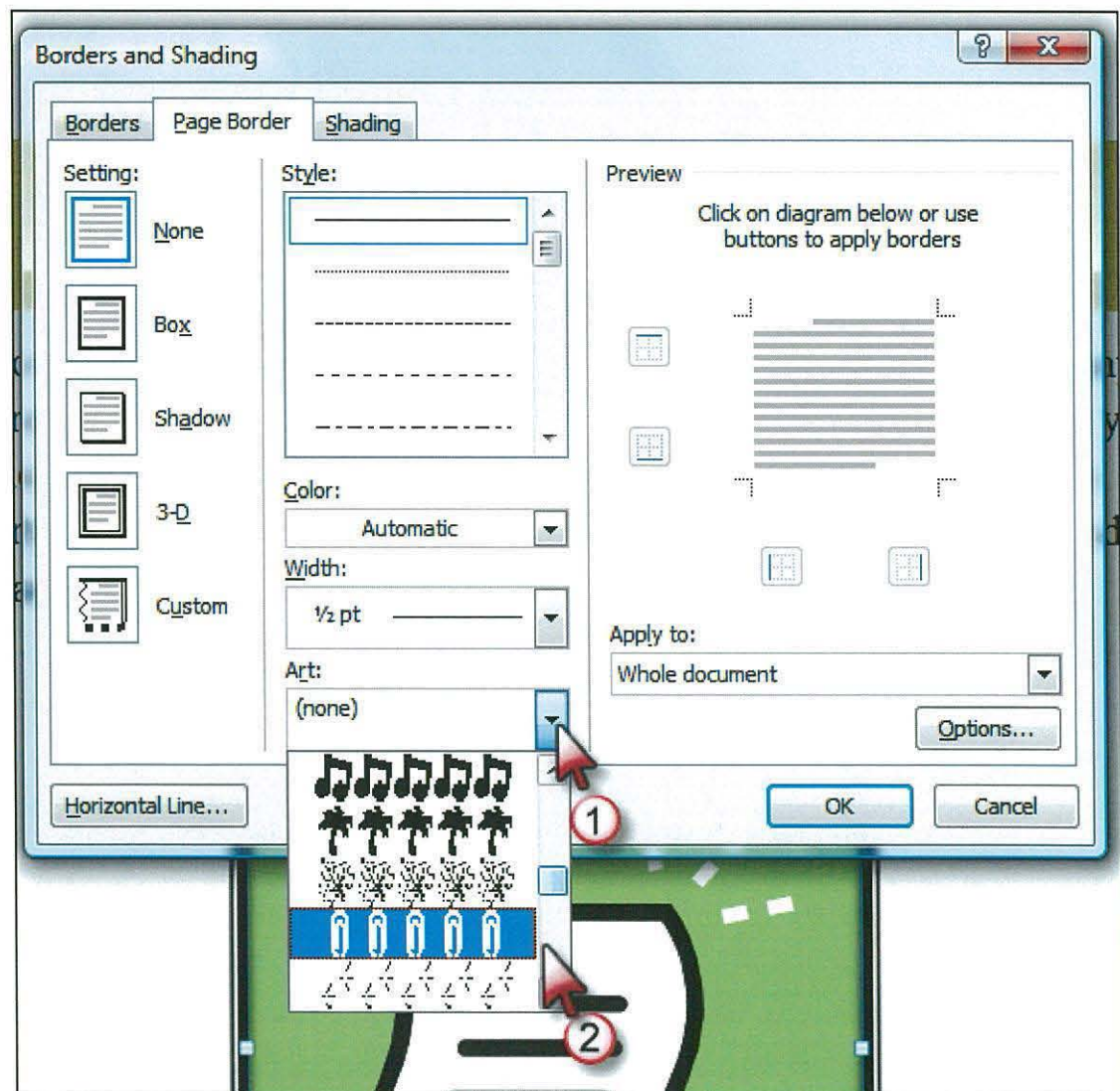## Learning Objective:

The student will be able to format **Heading 1**

The student will be able to change styles by changing **style set, color, and font**

- Highlight the title "Microsoft Word"

Microsoft Word

Microsoft Word is a word processing program. You c this program. The type of document you will learn in produced to advertise something. There are some ve below.

- **Click** the **"Heading 1"** style in the styles gallery

AaBbCc
Heading 1

Heading 1 Style

Microsoft Word

Microsoft Word is a word processing program. You can create many different this program. The type of document you will learn in this assignment is a flyer. produced to advertise something. There are some very specific parts of a flyer below.

① **Click** "Change Styles"

② **Click** "Style Set"

③ **Click** "Modern"

Default (Black and White)

Distinctive

Elegant

Fancy

Formal

Manuscript

Modern

Simple

Traditional

Word 2003

Word 2007

Reset to Quick Styles from Template

Reset Document Quick Styles

Save as Quick Style Set...

Style Set

Colors

Fonts

Set as Default

ypes of documents in this program.
ly produced to advertise
ow.

AaBbCcDdl	AaBbCcDdl	**AABBCC**	**AABBCCI**
¶ Normal	No Spacing	Heading 1	Heading 2

Paragraph

MICROSOFT WORD

Microsoft Word is a word processing program. You can create many different types of documents
The type of document you will learn in this assignment is a flyer. A flyer is usually produced to adv
something. There are some very specific parts of a flyer and they are listed below.

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

If you need any help just ask!

'ord Flyer - Microsoft Word

① **Click** "Change Styles"

② **Click** "Colors"

③ **Click** "Apex"

cDdl	AaBbCcDdl	**AABBCCI**	**AABBCCI**	AAB	AABBCC	AaBbCcDdl	AABBCCDD	AABBCCD
mal	No Spacing	Heading 1	Heading 2	Title	Subtitle	Subtle Em...	Emphasis	Intense E...

Styles

Change Styles

🔍 Find ▾
Replace
Select ▾

Style Set ▸
Colors ▸ ①
Fonts ▸
Set as Default ②

Built-In

	Office
	Grayscale
	Apex ③
	Aspect
	Civic
	Concourse
	Equity
	Flow
	Foundry
	Median
	Metro
	Module
	Opulent
	Oriel
	Origin
	Paper
	Solstice
	Technic
	Trek
	Urban
	Verve

Create New Theme Colors...

can create many different types of documents in this program.
nt is a flyer. A flyer is usually produced to advertise
lyer and they are listed below.

① **Click**
"Change Styles"

② **Click** "Fonts"

③ **Click**
"Office Classic"

Learning Objective:

The student will be able to **save** to current location

- **Click** the quick **"Save"** button to save what you have done so far.

Learning Objective:

The student will be able to **Center**

The student will be able to change **Font Size**   11

The student will be able to change **Font Style**   Calibri (Body)

● **Click** the "**Center**" button
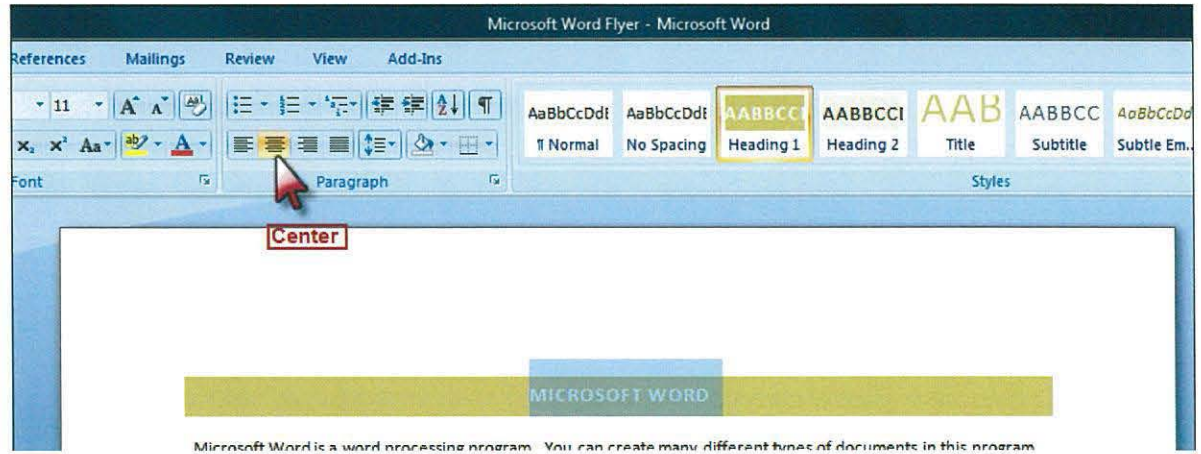
● With the text still highlighted

① **Click** the **Font Size** box arrow
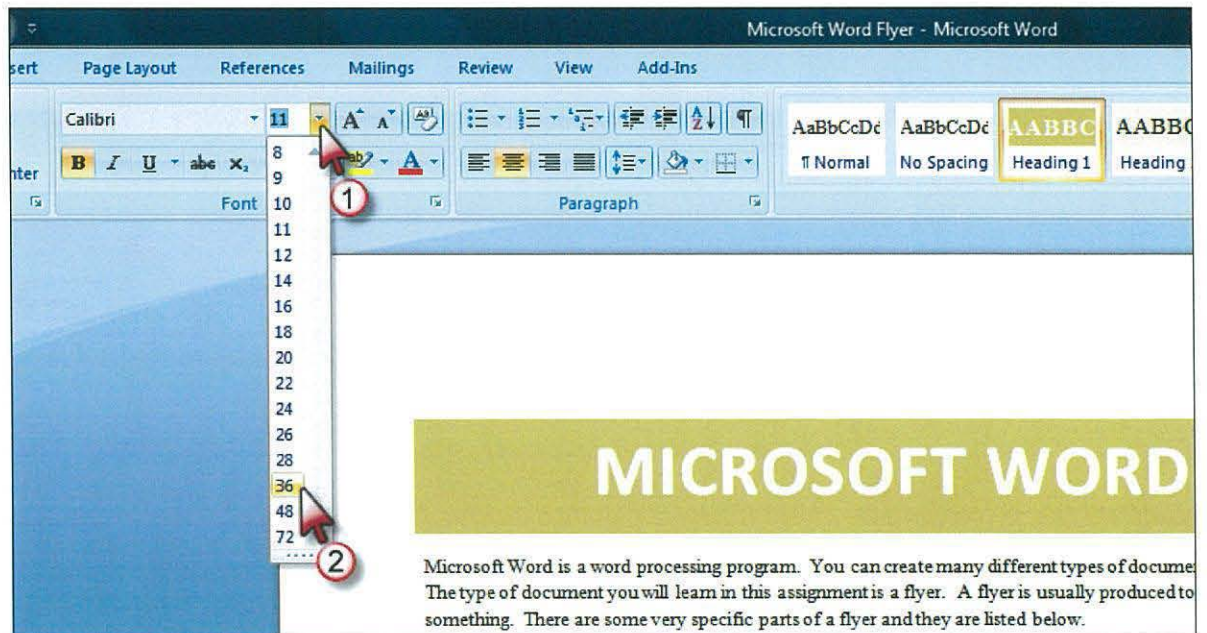
② **Click** "36"

① **Click** the **Font Style** box arrow

② **Click** "Arial Black"

| Home | Insert | Page Layout | References | Mailings | Review | View | Add-Ins |

Calibri ▼ 36 ▼

All Fonts
- *O* Adobe Caslon Pro
- *O* Adobe Caslon Pro Bold
- *O* Adobe Garamond Pro
- *O* **Adobe Garamond Pro Bold**
- 𝐓𝐫 Agency FB
- 𝐓𝐫 **Aharoni**   אבגד הוז
- 𝐓𝐫 **ALGERIAN**
- 𝐓𝐫 *Anienne*
- 𝐓𝐫 Andalus   أبجد هوز
- 𝐓𝐫 Angsana New   อักษร
- 𝐓𝐫 AngsanaUPC   อักษร
- 𝐓𝐫 Arabic Typesetting   أبجد هوز
- 𝐓𝐫 Arial
- 𝐓𝐫 **Arial Black**
- 𝐓𝐫 Arial Narrow
- 𝐓𝐫 **Arial Rounded T Bold**
- 𝐓𝐫 Arial Unicode MS
- *O* Arno Pro
- *O* Arno Pro Caption
- *O* Arno Pro Display

MICROSOFT

ft Word is a word processing program. You can create many dif
of document you will learn in this assignment is a flyer. A flye
ng. There are some very specific parts of a flyer and they are list

---

● **Highlight** the paragraph below the title

MICROSOFT WORD

Microsoft Word is a word processing program. You can create many different types of documents in this program. The type of document you will learn in this assignment is a flyer. A flyer is usually produced to advertise something. There are some very specific parts of a flyer and they are listed below.

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

If you need any help just ask!

| Page Layout | References | Mailings | Review | View | Add-Ins |

Times New Roman (Boc ▾ 10 ▾

8
9
10
11
12
14
16
18
20
22
24
26
28
36
48
72

B *I* U ▾ abe x₂

Font

Paragraph

AaBbCcDc AaBbCcDc **AABBC** AABBC
¶ Normal   No Spacing   Heading 1   Heading

MICROSOFT WOR

Microsoft Word is a word processing program. You can cre
different types of documents in this program. The type of do

Learning Objective:

The student will be able to apply **Bold**   **B**

The student will be able to **Underline**   **U** ▾

The student will be able to apply **Italics**   *I*

● **Highlight**

"word processing program"

MICROSOFT WORD

Microsoft Word is a word processing program. You can create many different types of documents in this program. The type of document you will learn in this assignment is a flyer. A flyer is usually produced to advertise something. There are some very specific parts of a flyer and they are listed below.

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

If you need any help just ask!

- **Click** the "**Bold**" button B

Bold

---
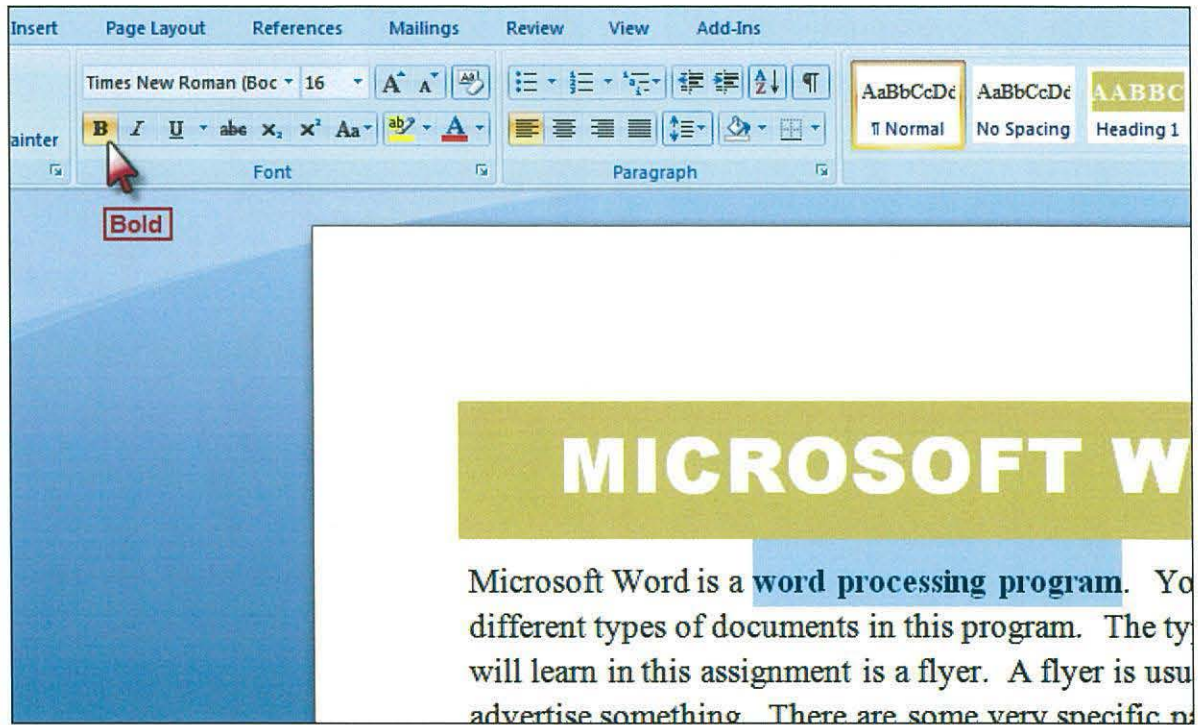
① **Highlight** "documents"

② **Click** the "**underline**" button U ▾

Underline ②
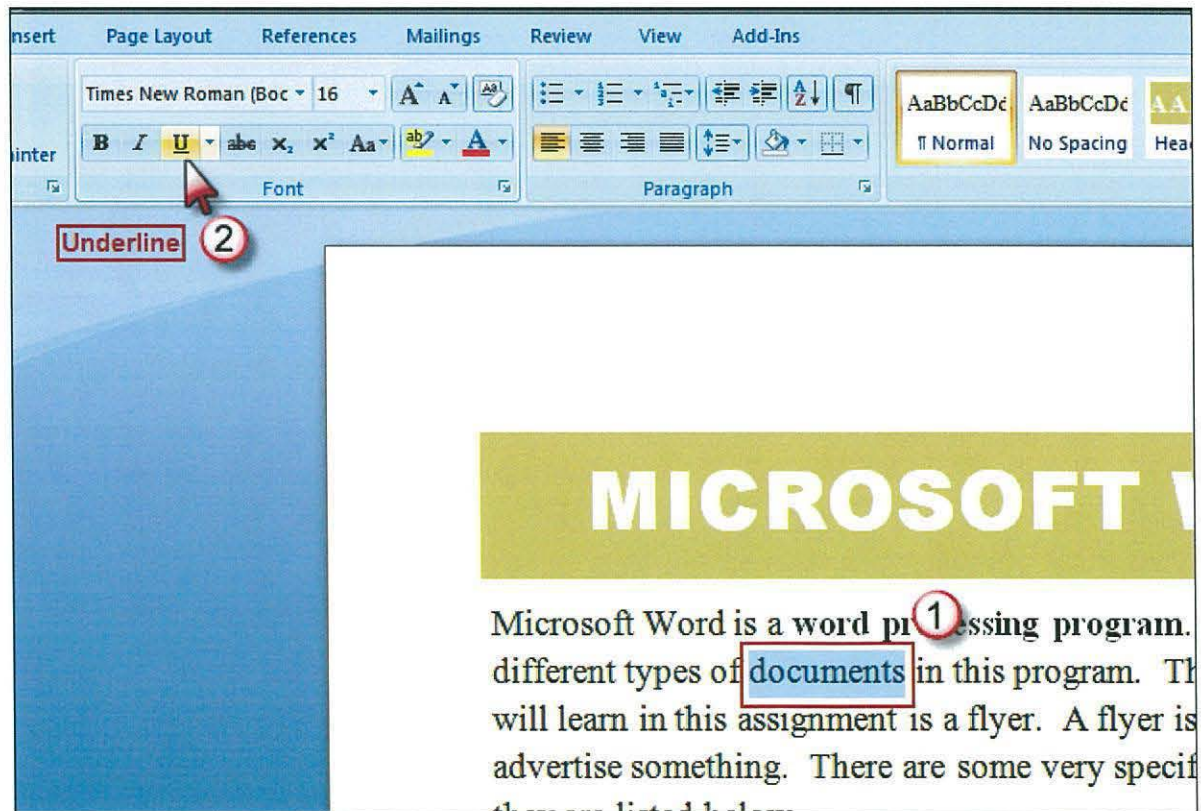
① **Highlight** "flyer"

② **Click** the "**italic**" button *I*

Learning Objective:

The student will be able to change **Font Size** `11 ▾`

- **Highlight** the bulleted list

MICROSOFT WORD

Microsoft Word is a word processing program. You can create many different types of documents in this program. The type of document you will learn in this assignment is a *flyer*. A flyer is usually produced to advertise something. There are some very specific parts of a flyer and they are listed below.

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

If you need any help just ask!

① **Click** the
Font Size box arrow

② **Click** "16"

Learning Objective:

The student will be able to **save** to current location 💾

- **Click** the quick
  "Save" button
  💾 to save
  what you have
  done so far.

Learning Objective:

The student will be able to format **Heading 2** [AABBC Heading 2]

The student will be able to **Center** [≡]

The student will be able to change **Font Size** [11 ▾]

● **Highlight** the last line (signature line)

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

If you need any help just ask!

● **Click** "**Heading 2**"

[AABBC Heading 2]

gs   Review   View   Add-Ins

AaBbCcDc AaBbCcDc **AABBC** AABBC AA
¶ Normal No Spacing Heading 1 Heading 2 Title

Heading 2

MICROSOFT WORD

Microsoft Word is a word processing program. You can create ma
different types of <u>documents</u> in this program. The type of document
will learn in this assignment is a *flyer*. A flyer is usually produced t
advertise something. There are some very specific parts of a flyer a

- **Click** the "**Center**" button

Center

MICROSOFT WO

Microsoft Word is a word processing program. You can different types of <u>documents</u> in this program. The type of d will learn in this assignment is a *flyer*. A flyer is usually pr advertise something. There are some very specific parts of they are listed below.

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

IF YOU NEED ANY HELP JUST ASK!

① **Click** the **Font Size** box arrow

② **Click** "20"

Page Layout   References   Mailings

Times New Roman (Boc ▼ 11 ▼ A⁺ A⁻

B *I* <u>U</u> ▼ abe x₂

Font

8
9
10   ①
11
12
14
16
18
20
22
24
26   ②
28
36
48
72

This is how it should look

- BIG Heading
- Detailed Information
- Catchy Picture
- Sometimes a border

IF YOU NEED ANY HELP JUST ASK!

Learning Objective:

The student will be able to **Center** [≡] and resize an image

① **Click** the image

② **Click** the "**Center**" button [≡]

Center ②

MICROSOFT WORD

Microsoft Word is a **word processing program**. You can create many different types of <u>documents</u> in this program. The type of document you will learn in this assignment is a *flyer*. A flyer is usually produced to advertise something. There are some very specific parts of a flyer and they are listed below.

①

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

IF YOU NEED ANY HELP JUST ASK!

MICROSOFT WORD

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- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

IF YOU NEED ANY HELP JUST ASK!

MICROSOFT WORD

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- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

IF YOU NEED ANY HELP JUST ASK!

This is how it should look.

Everything is on one page.

MICROSOFT WORD

Microsoft Word is a **word processing program**. You can create many different types of documents in this program. The type of document you will learn in this assignment is a *flyer*. A flyer is usually produced to advertise something. There are some very specific parts of a flyer and they are listed below.

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

IF YOU NEED ANY HELP JUST ASK!

Learning Objective:

The student will be able to choose a **picture style** for an image

Make sure the picture is still selected

- **Click** "**Format**" under "**Picture Tools**"
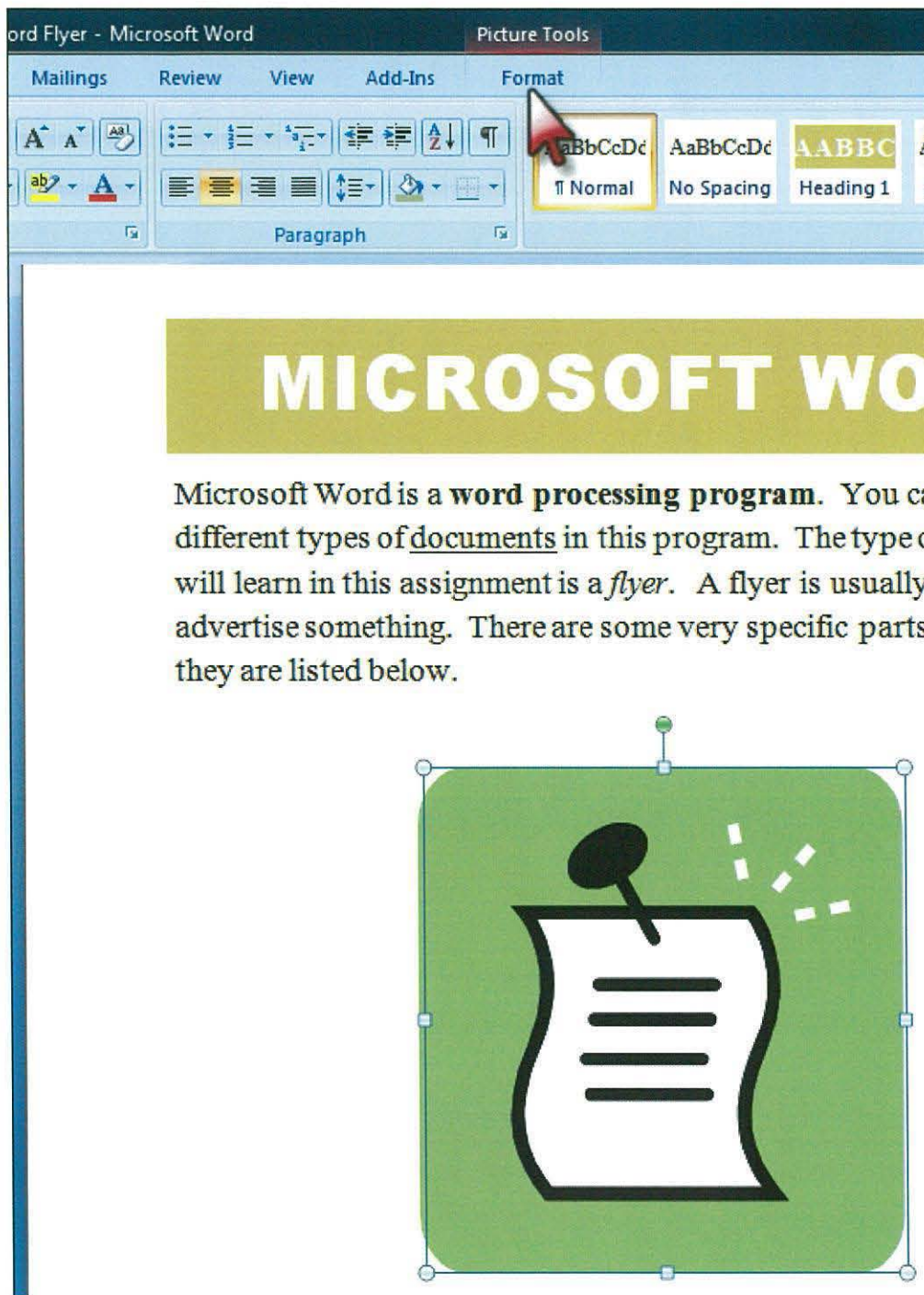
- **Click** the last picture style

   "Compound Frame, Black"

This is how it should look

MICROSOFT WORD

Microsoft Word is a **word processing program**. You can create many different types of documents in this program. The type of document you will learn in this assignment is a *flyer*. A flyer is usually produced to advertise something. There are some very specific parts of a flyer and they are listed below.

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

IF YOU NEED ANY HELP JUST ASK!

Learning Objective:

The student will be able to **save** to current location

- **Click** the quick "**Save**" button to save what you have done so far.

Learning Objective:

The student will be able to insert a **page border**

---

1 **Click**
"Page Layout"

2 **Click** the
"**Page Borders**"
button

Page
Borders

---

1 **Click** the
"**Art**:" box arrow

2 **Click** the
paperclip picture

Borders and Shading

Borders | Page Border | Shading

Setting:
- None
- Box
- Shadow
- 3-D
- Custom

Style:

Color:
Automatic

Width:
½ pt

Art:
(none)

Preview
Click on diagram below or use
buttons to apply borders

Apply to:
Whole document

Options...

Horizontal Line...

OK | Cancel

① Click the "**Color**:" box arrow

② Click the color "**blue**"

Borders and Shading

Borders | Page Border | Shading

Setting:
- None
- Box
- Shadow
- 3-D
- Custom

Style:

Color:
Automatic ▼

- Automatic
- **Theme Colors** ①
- **Standard Colors**
- More Colors... ②

Preview
Click on diagram below or use buttons to apply borders

Apply to:
Whole document ▼

Options...

Horizontal Line...   OK   Cancel

Blue ②

● **Click** "OK"

Borders and Shading

Borders | Page Border | Shading

Setting:
- None
- Box
- Shadow
- 3-D
- Custom

Style:

Color:

Width:
28 pt

Art:

Preview
Click on diagram below or use buttons to apply borders

Apply to:
Whole document ▼

Options...

Horizontal Line...   OK   Cancel

This is what it should look like when you are finished!

MICROSOFT WORD

Microsoft Word is a **word processing program**. You can create many different types of <u>documents</u> in this program. The type of document you will learn in this assignment is a *flyer*. A flyer is usually produced to advertise something. There are some very specific parts of a flyer and they are listed below.

- BIG heading
- Detailed information
- Catchy picture
- Sometimes a border

IF YOU NEED ANY HELP JUST ASK!

- **Click** the quick "**Save**" button to save one last time.
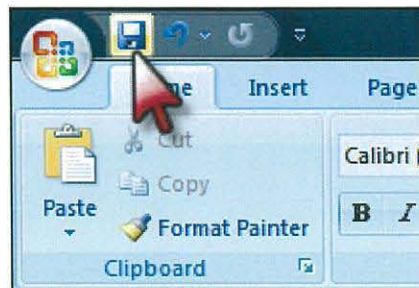
International Club Flyer

INTERNATIONAL CLUB

International Club celebrates the many *different* cultures around the world. International Club promotes <u>cultural awareness</u> through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.
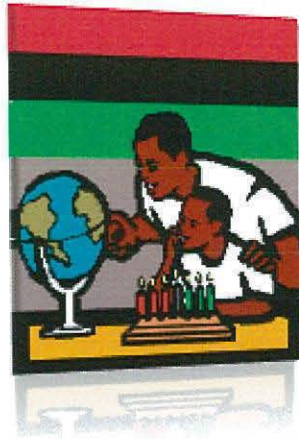
- Every **first** Monday
- Room 250D
- 2:15-3:00pm

COME CELEBRATE OUR CULTURES!

Directions:

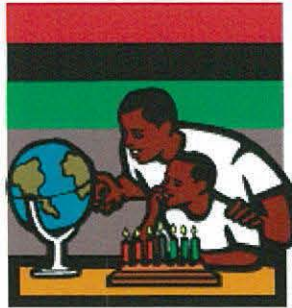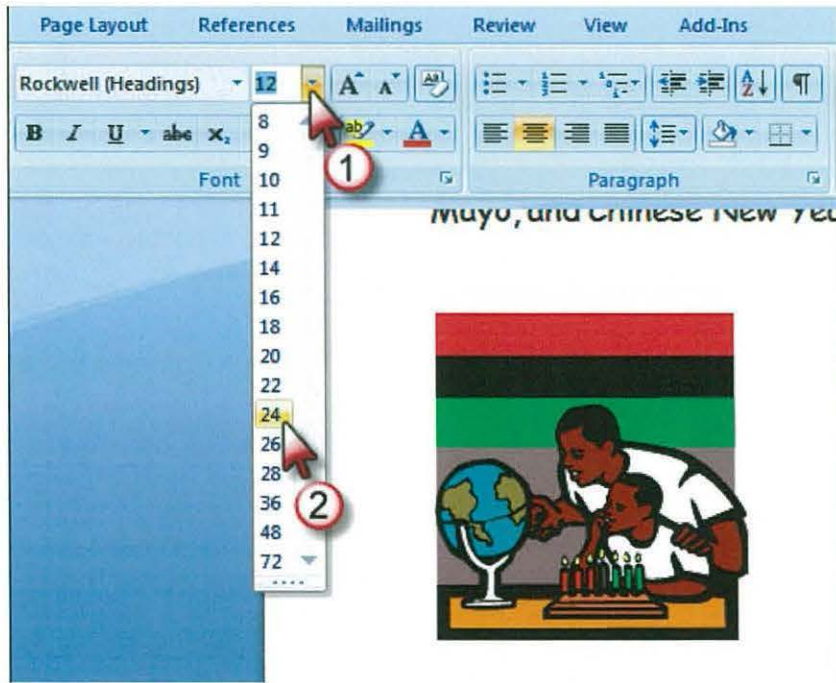Follow the bulleted instructions and look at the corresponding pictures to create the Microsoft Word Flyer

Learning Objective:

The student will be able to **open** and **save as** a word document

- **Open** Word

- **Click** the **"Office Button"**

- Hover over **"Save As"**

- **Click** "Word Document"

Navigate to your "W: Drive"

① **Click** the "My Documents" **drop down arrow**

② **Click** the **W: drive** (the one with your login name)

Save As

Save in: My Documents

- My Computer
  - Local Disk (C:)
  - DVD/CD-RW Drive (D:)
  - Public on 'Lhsfps-01' (P:)
  - Lhs on 'rsdfps-01a\studenthome$' (S:)
  - janel.lemieux on 'rsdfps-01a\home$\lhs' (W:)
  - dropbox on 'lhsfps-01' (Z:)
- My Network Places
- My Documents

Trusted Templates
My Recent Documents
Desktop
My Documents
My Computer
My Network Places

budget info	Favorites	My Videos
Cancer Project	FBLA	Open house
Clock Hours	Flash	Outlook
CLSE	Hougans	Posters
Clubs	House SLC	PowerPoint
Culminating Project	Icebreakers	Pro Cert2
Differentiating instruction	Icebreakerss	Pro Cert- Janel LeMieux
EDAD 580	Intro IT	Recom
EDAD 581	leadership	Referrals
EDAD 582	Leadership Forms	Sharepoint

SharePoint Drafts
SnagIt Catalog
Student to student
Sub Plans
TA
Teacher appr
Tech Liaison
Tech Prep Forms
WASLettes
Web Design
Web Design solution
Whs
Word
zapping pictures
RSD CC draft
Sub_Request_Form

File name: Doc2
Save as type: Word Document

Tools   Save   Cancel

---

① **Click** the folder **"Word Chapter 1"**

② **Click** "Open"

Save As

Save in: janel.lemieux on 'rsdfps-01a\home$\lhs' (W:)

Trusted Templates
My Recent Documents
Desktop
My Documents
My Computer
My Network Places

EDAD 583	janel.smith's Videos	SharePoint Drafts
EDAD 584	leadership	SnagIt Catalog
EDAD 586	Leadership Forms	Student to student
EDF 507	LeMieux, Excel Ch. 2	Sub Plans
EDF 510	Lemieux, excel chapter 1	TA
EDSE 512	Masters	Teacher appr
Evaluation	My Data Sources	Tech Liaison
Excel	My Practice Files	Tech Prep Forms
Favorites	My Scans	WASLettes
FBLA	Open house	Web Design
Flash	Outlook	Web Design solutions
Hougans	Posters	Whs
House SLC	PowerPoint	Word
Icebreakers	Pro Cert2	Word Chapter 1
Icebreakerss	Pro Cert- Janel LeMieux	apping pictures
Intro IT	Recom	SD CC draft
janel.lemieux's Music	Referrals	Request_Form
janel.lemieux's Pictures	Sharepoint	

File name: Doc1
Save as type: Word Document

Tools   Open   Cancel

① Type:

International Club Flyer

② Click "**Save**"

Learning Objective:

The student will be able to **enter text** on a Word document

---

- Type the headline:

International Club

International Club

- Press the **ENTER** key on your keyboard to move to the next line
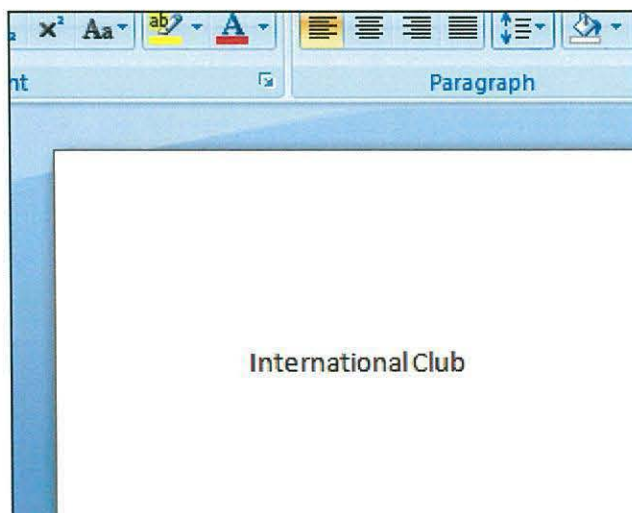
International Club

Insertion point moved to next line
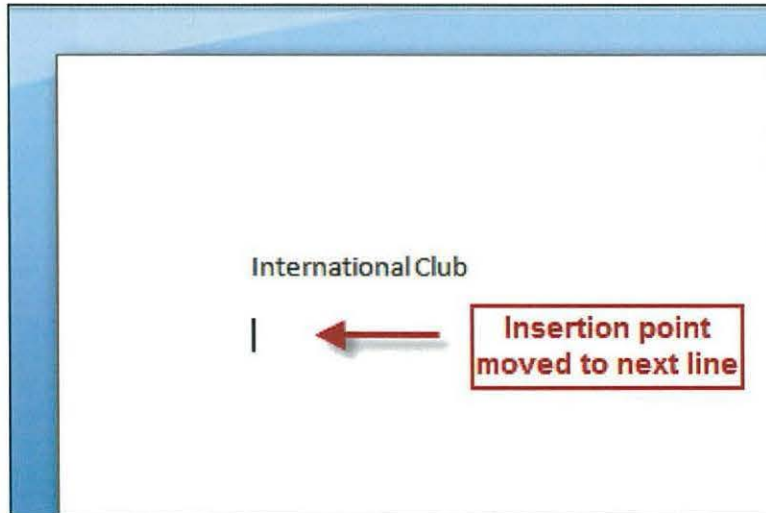
- Type the body:

International Club celebrates the many different cultures around the world. International Club promotes cultural awareness through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

International Club

International Club celebrates the many different cultures around the world. International Club promotes cultural awareness through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

- Press the **ENTER** (2) times on your keyboard to move to the next line

2 Enters

International Club

International Club celebrates the many different cu
promotes cultural awareness through various activii
watching movies, and celebrating various holidays, ;
New Year.

|

Insertion point moved to next line

Learning Objective:

The student will be able to **save** to current location

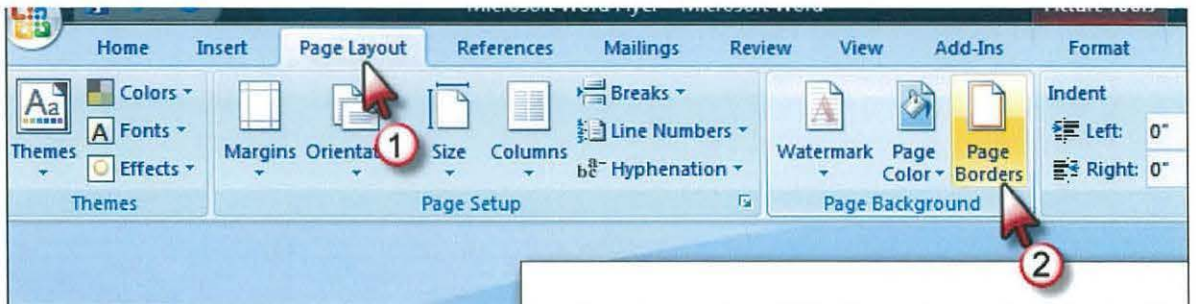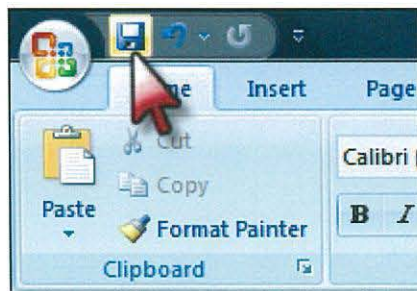- **Click** the quick "**Save**" button to save what you have done so far.
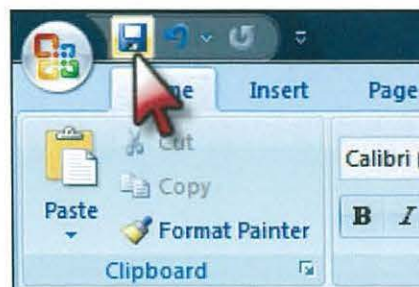
Learning Objective:

The student will be able to insert **Clip Art**

- **Click** the "**Insert**" tab on the ribbon
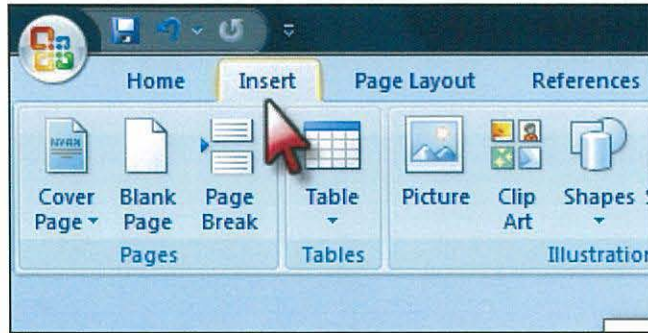
- **Click**

"**Clip Art**"

---
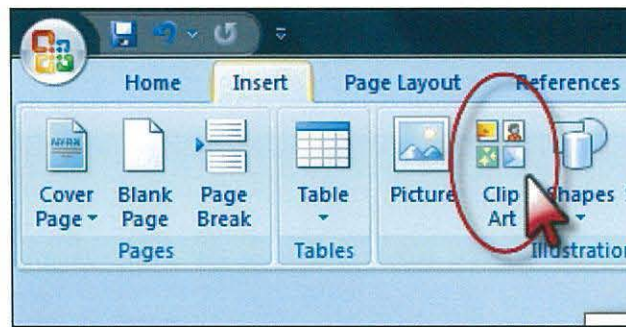
1 Type: **Culture** in the "Search for:" box
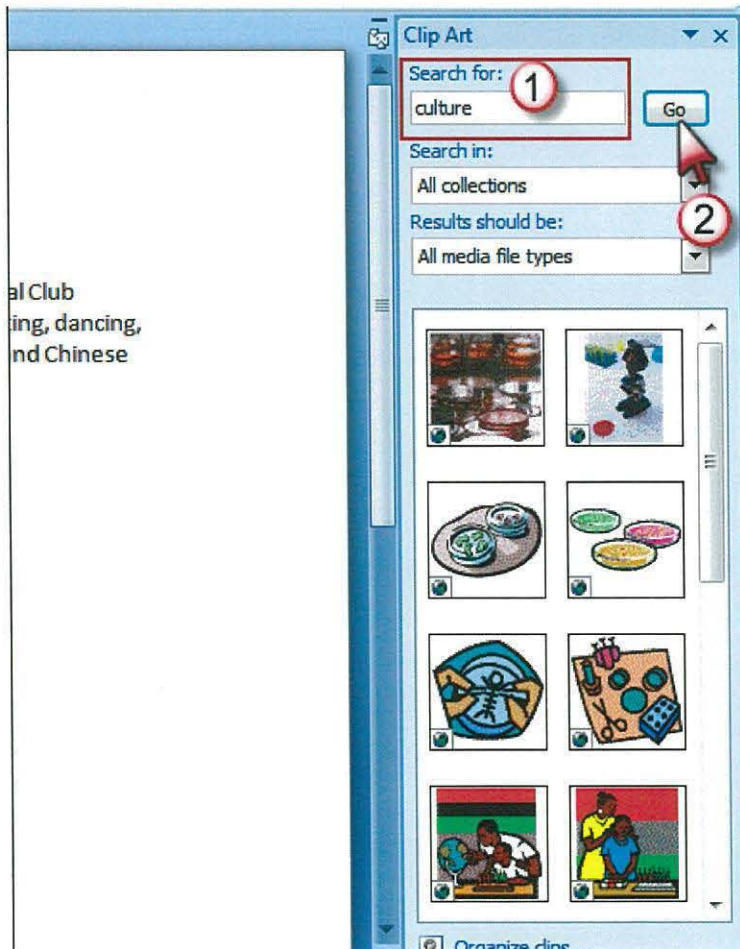
al Club
ing, dancing,
nd Chinese

2 Click "Go"

- **Click** the clip art shown or a similar clip art picture if the circled one is not available.

Results should be:

All media file types

The student will be able to insert Bullets

- **Click** below the picture

International Club

International Club celebrates the many different cultures around the world. International Club promotes cultural awareness through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.
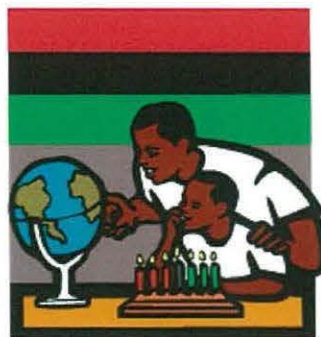
Insertion point moved below picture

- **Click** the **Bullets** button ⊟ ▾ on the Home tab.
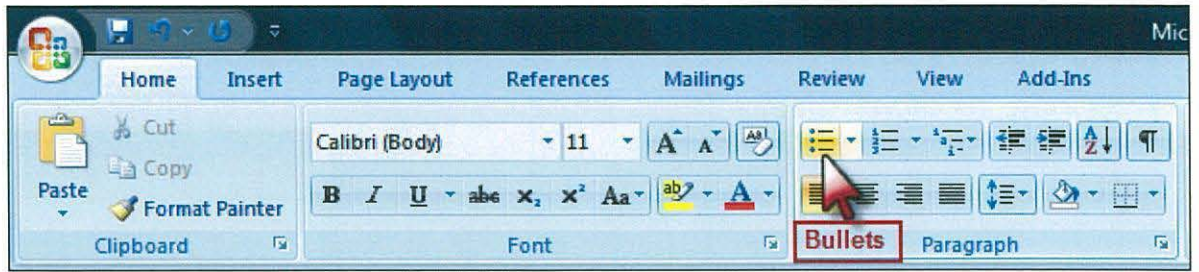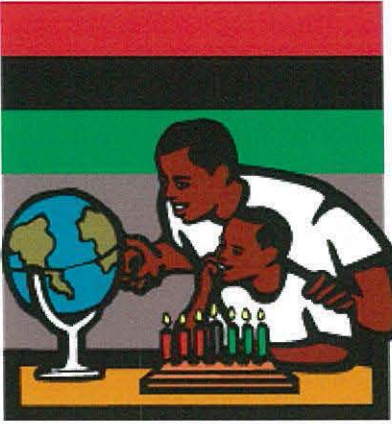
- **Type:**
  - Every first Monday
  - Room 250D
  - 2:15-3:00pm

International Club

International Club celebrates the many diffe[r] promotes cultural awareness through variou[s] watching movies, and celebrating various ho[lidays] New Year.

- Every first Monday **Enter**
- Room 250D **Enter**
- 2:15-3:00pm **Enter**
- |

- **Click** the **Bullets** button ⊟ ▾ again to get rid of the last bullet
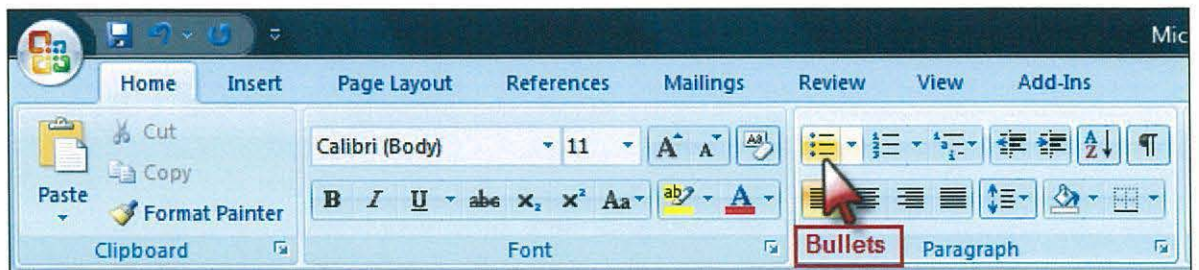
- Press **Enter** to move to the next line

International Club

International Club celebrates the many diff[...] promotes cultural awareness through vari[...] watching movies, and celebrating various [...] New Year.
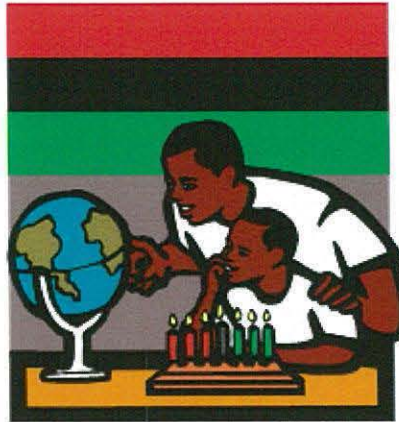
- Every first Monday
- Room 250D
- 2:15-3:00pm

Enter

Insertion point moved to next line

- Type:

Come celebrate our cultures!
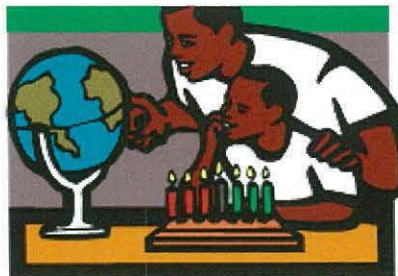
- Every first Monday
- Room 250D
- 2:15-3:00pm

Come celebrate our cultures!

Learning Objective:

The student will be able to format **Heading** [AaBbCc Heading 1]

The student will be able to change sty [Change Styles] by changing **style set, color, and f** [Change Styles / Style Set / Colors / Fonts]

- Highlight the title

"**International Club**"

> International Club
>
> International Club celebrates the many different cultures arour promotes cultural awareness through various activities. Past ac watching movies, and celebrating various holidays, such as Mar New Year.

- **Click** the "**Heading 1**" style in the styles gallery

[AaBbCc Heading 1]

AaBbCcDc ¶ Normal | AaBbCcDc ¶ No Spaci... | **AaBbCc Heading 1** | AaBbCc Heading 2 | AaB Title | AaBbCc. Subtitle | AaBbCcDc Subtle Em... | AaBbCcDc Emphasis | AaBbCcDc Intense E... | Change Styles

Styles

Heading 1 Style

> **International Club**
>
> International Club celebrates the many different cultures arc promotes cultural awareness through various activities. Pas watching movies, and celebrating various holidays, such as N New Year.

1 Click

"Change Styles"

2 Click

"Style Set"

3 Click

"Formal"
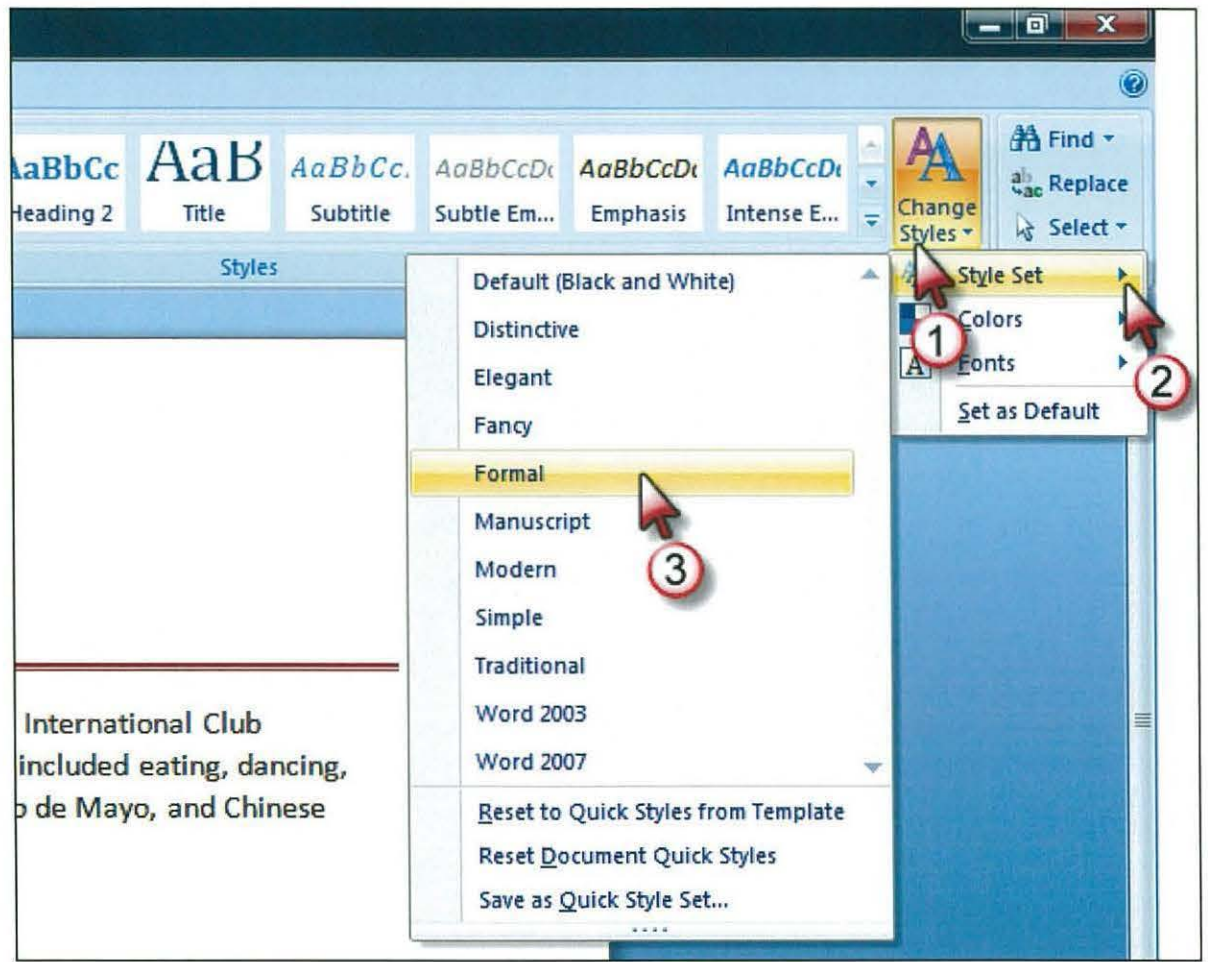
AaBbCc | AaB | AaBbCc. | AaBbCcDc | AaBbCcDc | AaBbCcDc

Heading 2 | Title | Subtitle | Subtle Em... | Emphasis | Intense E...

Styles

Change Styles ▾

Find ▾
Replace
Select ▾

Style Set ▶

Colors ▶

Fonts ▶

Set as Default

Default (Black and White)
Distinctive
Elegant
Fancy
Formal
Manuscript
Modern
Simple
Traditional
Word 2003
Word 2007

Reset to Quick Styles from Template
Reset Document Quick Styles
Save as Quick Style Set...

International Club
included eating, dancing,
de Mayo, and Chinese

INTERNATIONAL CLUB

International Club celebrates the many different cultures around the world. International Club promotes cultural awareness through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.
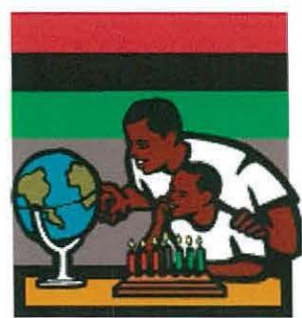
- Every first Monday
- Room 250D
- 2:15-3:00pm

Come celebrate our cultures!

① **Click**

"Change Styles"

② **Click** "Colors"

③ **Click** "Paper"
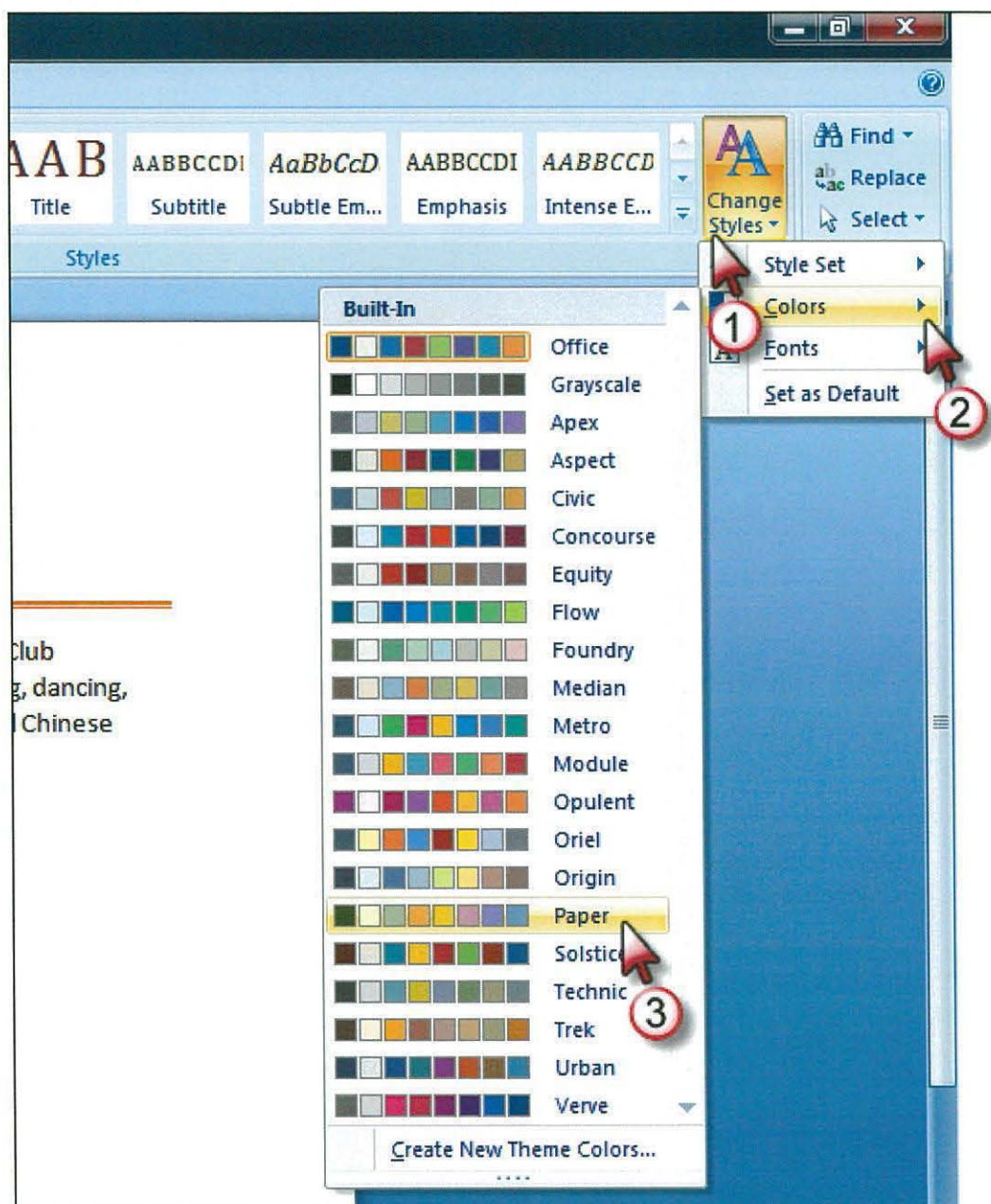
Built-In	
	Office
	Grayscale
	Apex
	Aspect
	Civic
	Concourse
	Equity
	Flow
	Foundry
	Median
	Metro
	Module
	Opulent
	Oriel
	Origin
	Paper
	Solstice
	Technic
	Trek
	Urban
	Verve

Create New Theme Colors...

Title Subtitle Subtle Em... Emphasis Intense E...

Change Styles

Find ▼
Replace
Select ▼

Styles

Style Set ▶
Colors ▶
Fonts ▶
Set as Default

Club
g, dancing,
Chinese

INTERNATIONAL CLUB

International Club celebrates the many *different* cultures around the world. International Club promotes cultural awareness through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

① **Click**

"Change Styles"
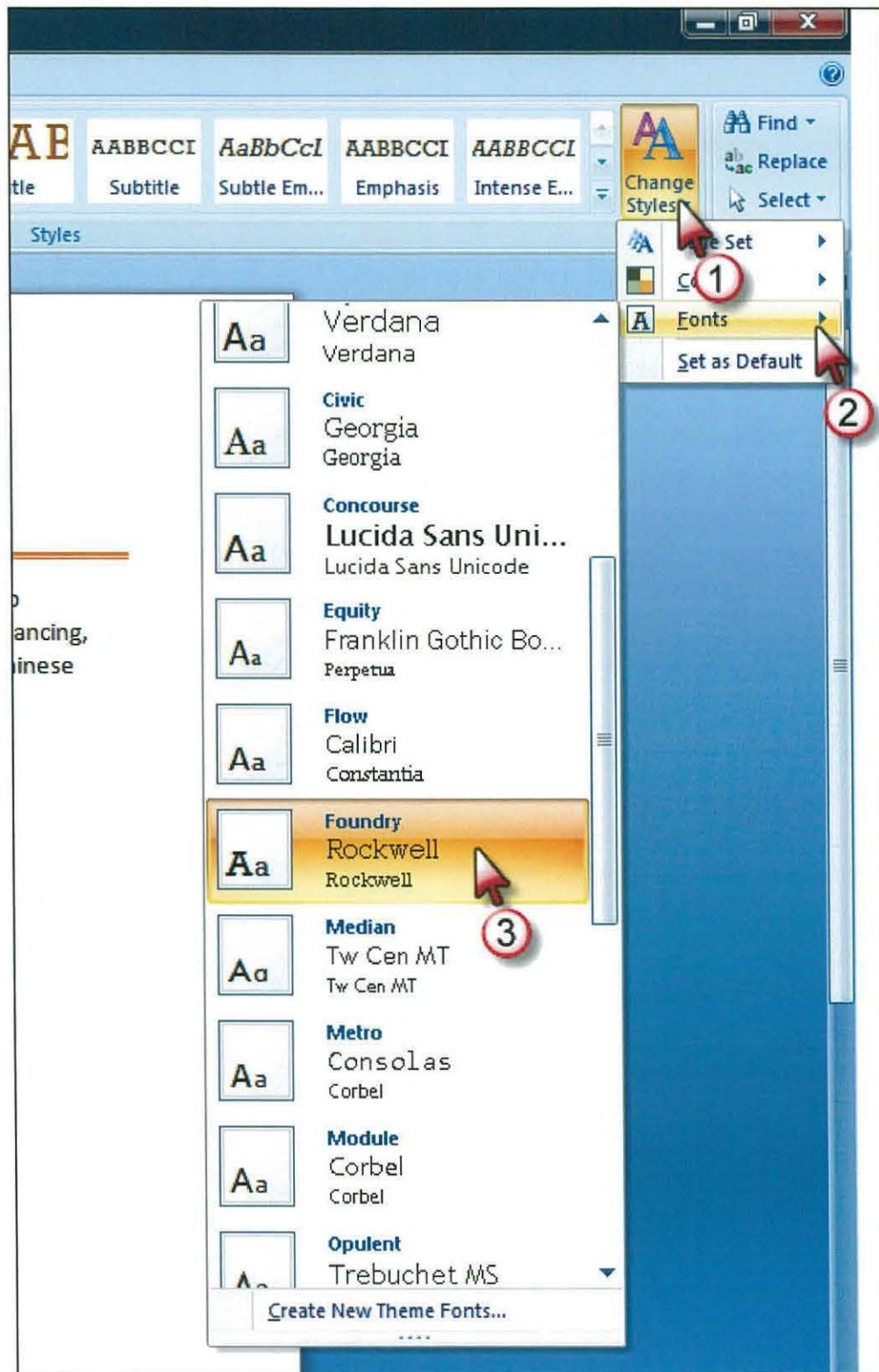
② **Click** "Fonts"

③ **Click**

"Foundry"

A a	**Verdana** Verdana
A a	**Civic** Georgia Georgia
A a	**Concourse** Lucida Sans Uni... Lucida Sans Unicode
A a	**Equity** Franklin Gothic Bo... Perpetua
A a	**Flow** Calibri Constantia
A a	**Foundry** Rockwell Rockwell
A a	**Median** Tw Cen MT Tw Cen MT
A a	**Metro** Consolas Corbel
A a	**Module** Corbel Corbel
A a	**Opulent** Trebuchet MS

Create New Theme Fonts...

Styles

AABBCCI AaBbCcI AABBCCI AABBCCI

Subtitle Subtle Em... Emphasis Intense E...

Change Styles

Find ▾
Replace
Select ▾

le Set
Fonts
Set as Default

ancing,
inese

INTERNATIONAL CLUB

International Club celebrates the many *different* cultures around the world. International Club promotes <u>cultural awareness</u> through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

Learning Objective:

The student will be able to **save** to current location 💾

- **Click** the quick "**Save**" button 💾 to save what you have done so far.

Learning Objective:

The student will be able to change **Font Size** | 11 ▾ |

The student will be able to change **Font Style** | Calibri (Body) ▾ |

With the text still highlighted

① **Click** the **Font Size** box arrow

② **Click** "36"

● **Highlight** the paragraph below the title

INTERNATIONAL CLUB

International Club celebrates the many different cultures around the world. International Club promotes cultural awareness through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

- Every first Monday
- Room 250D
- 2:15-3:00pm

Come celebrate our cultures!

---

① **Click** the **Font Size** box arrow

② Click "14"

| Page Layout | References | Mailings | Review | View | A |

Calibri   11   A A

B I U abe X₂ A

Font   Paragraph

8
9
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26
28
36
48
72

INTE

International Club ce
International Club pr
activities have includ
holidays, such as Ma

1 **Click** the **font style** box arrow

2 **Click** "Comic Sans MS"

		International Clul		
sert	Page Layout	References	Mailings	Review	View	Add-Ins

Calibri ▾ 11 ▾ A⁺ A⁻ Ꭺᵇ ≔ ▾ ⋮≣ ▾ ⁵ᵢ₌ ▾ 雲 雲 Ａ↓ ¶   AaBbCc

𝐓 Centaur

𝐓 Century   **1**

𝐓 Century Gothic

𝐓 Century Schoolbook

𝒪 Chaparral Pro

𝒪 CHARLEMAGNE STD

𝐓 Chiller

𝐓 Colonna MT

𝐓 Comic Sans MS   **2**

𝐓 Consolas

𝐓 Constantia

𝐓 Cooper Black

𝒪 Cooper Std Black

𝐓 COPPERPLATE GOTHIC BOl

𝐓 COPPERPLATE GOTHIC LIG

𝐓 Corbel

𝐓 Cordia New   สวัสดี

𝐓 CordiaUPC   สวัสดี

𝐓 Courier New

𝐓 Credit Valley

𝐓 Curlz MT

𝐓 DauaPeah

𝐓 David   אבגד הוז

𝐓 DFKai-SB

𝐓 DilleniaUPC   สวัสดี

ᴺᵗᵉʳ

Paragraph   ¶ Normal

INTERNATI

ational Club celebrates the many diff
romotes cultural awareness through v
, dancing, watching movies, and celebr
le Mayo, and Chinese New Year.

Learning Objective:

The student will be able to **Underline** 【U ▾】

The student will be able to apply **Italics** 【 *I* 】

1 Highlight "different"

2 Click the "**italic**" button *I*
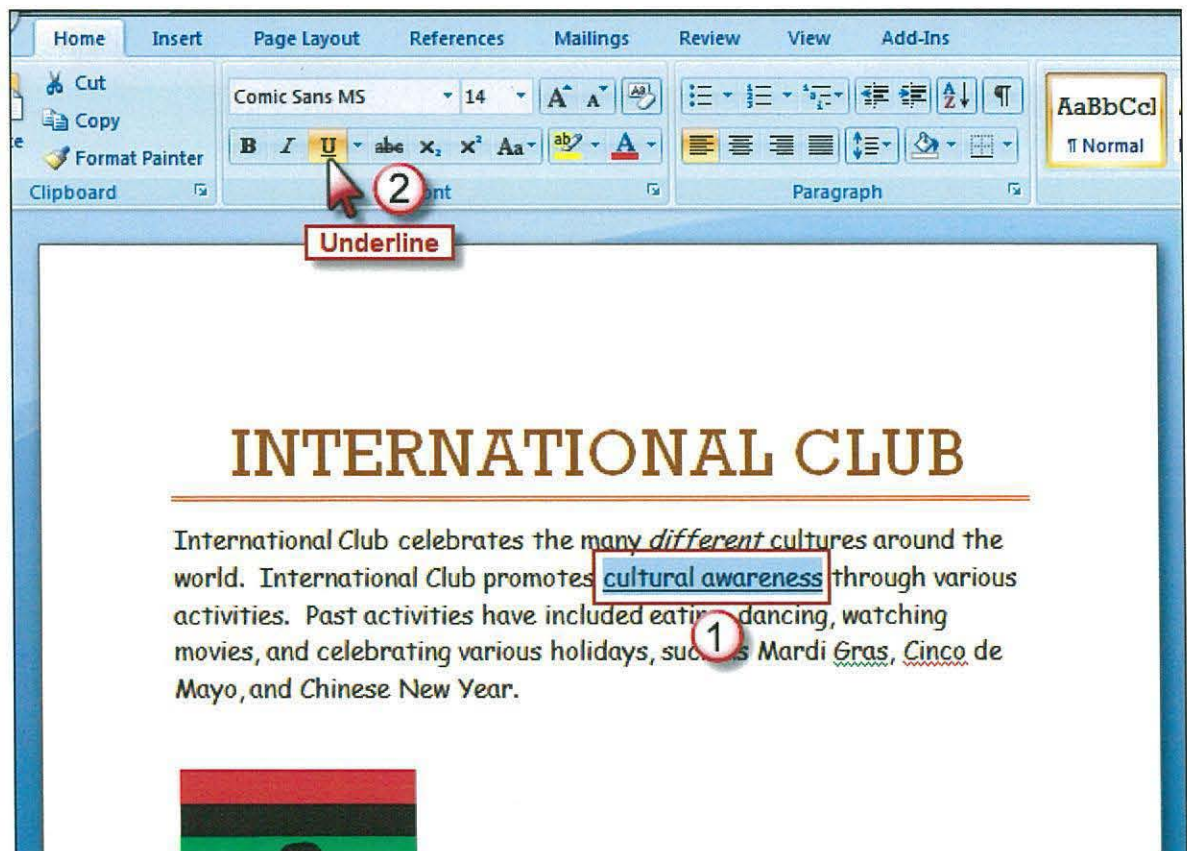
Italic

INTERNATIONAL CLUB

International Club celebrates the many *different* cultures around the world. International Club promotes cultural awareness through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

---

1 Highlight "cultural awareness"

2 Click the "**underline**" button <u>U</u>

Underline

INTERNATIONAL CLUB

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Learning Objective:

The student will be able to change **Font Size** `11 ▾`

The student will be able to change **Font Style** `Calibri (Body) ▾`

The student will be able to apply **Bold** **B**

● **Hightlight** the bulleted list

movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

- Every first Monday
- Room 250D
- 2:15-3:00pm

Come celebrate our cultures!

---

① **Click** the **Font Size** box arrow

② **Click "14"**

Page Layout   References   Mailings   Review   View   Add-Ins

Calibri   ▾ **11** ▾ A⁺ A⁻

B I U ▾ abe x₂

Font

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INTERI

International Club cele
world. International Cl
activities. Past activit

① **Click** the
font style box
arrow

② **Click**
"Comic Sans MS"

Calibri ▾ 14 ▾

Theme Fonts
Rockwell (Headings)
Rockwell (Body)

Recently Used Fonts
T Comic Sans MS
T Calibri
T **Aharoni** אבגד הוז
O Arno Pro Smbd SmText
T **Bauhaus 93**
T **Arial Black**
T Batik Regular
T Arial

All Fonts
O Adobe Caslon Pro
O Adobe Caslon Pro Bold
O Adobe Garamond Pro
O Adobe Garamond Pro Bold
T Agency FB
T **Aharoni** אבגד הוז
T **ALGERIAN**
T Amienne
T Andalus أبجد هوز
T Angsana New สวัสดี
T AngsanaUPC สวัสดี
T Arabic Typesetting أبجد هوز

INTERN

nternational Club celebra
orld. International Club
ctivities. Past activities h
ovies, and celebrating var
ayo, and Chinese New Ye

Every first Monday

Learning Objective:

The student will be able to **save** to current location 💾

● **Click** the quick
"**Save**" button
💾 to save
what you have
done so far.

Insert   Page

Cut
Copy
Calibri (
Paste
Format Painter   **B** *I*
Clipboard

① **Highlight** "first"

② **Click** the "**Bold**" button

B

Learning Objective:

The student will be able to format **Heading 2** AABBC Heading 2

The student will be able to change **Font Size** 11 ▾

movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

- Every **first** Monday
- Room 250D
- 2:15-3:00pm

Come celebrate our cultures!

AaBbCcI	AaBbCcI	AABBC	AABBC	AABBCC	AAB	AABBCCI
¶ Normal	No Spacing	Heading 1	Heading 2	Heading 3	Title	Subtitle

Styles

Monday

COME CELEBRATE OUR CULTURES!

① **Click** the
Font Size box
arrow

② **Click** "24"

Learning Objective:

The student will be able to **Center** ▤ and resize an image

---

① **Click** the
image

② **Click** the
"**Center**" button
▤

Center

INTERNATIONAL CLUB

International Club celebrates the many *different* cultures around the
world. International Club promotes cultural awareness through various
activities. Past activities have included eating, dancing, watching
movies, and celebrating various holidays, such as Mardi Gras, Cinco de
Mayo, and Chinese New Year.

- Every **first** Monday
- Room 250D
- 2:15-3:00pm

COME CELEBRATE OUR CULTURES!

INTERNATIONAL CLUB

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- Every **first** Monday
- Room 250D
- 2:15-3:00pm

COME CELEBRATE OUR CULTURES!

INTERNATIONAL CLUB

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- Every **first** Monday
- Room 250D
- 2:15-3:00pm

COME CELEBRATE OUR CULTURES!

This is how it should look. Everything is on one page.

INTERNATIONAL CLUB

International Club celebrates the many *different* cultures around the world. International Club promotes cultural awareness through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

- Every **first** Monday
- Room 250D
- 2:15-3:00pm

COME CELEBRATE OUR CULTURES!

Learning Objective:

The student will be able to choose a **picture style** for an image

Make sure the picture is still selected

- **Click "Format"** under **"Picture Tools"**

Picture Tools

Word   Picture Tools

w   View   Add-Ins   **Format**

AaBbCcl   AaBbCcl   **AABBC**   **AABBC**

¶ Normal   No Spacing   Heading 1   Heading 2

Paragraph

INTERNATIONAL CLU

ternational Club celebrates the many *different* cultures arou
rld. International Club promotes cultural awareness through
tivities. Past activities have included eating, dancing, watchi
vies, and celebrating various holidays, such as Mardi Gras, Ci
ayo, and Chinese New Year.

- **Click** the "more" box arrow

International Club Flyer - Microsoft Word   Picture Tools

t   References   Mailings   Review   View   Add-Ins   Format
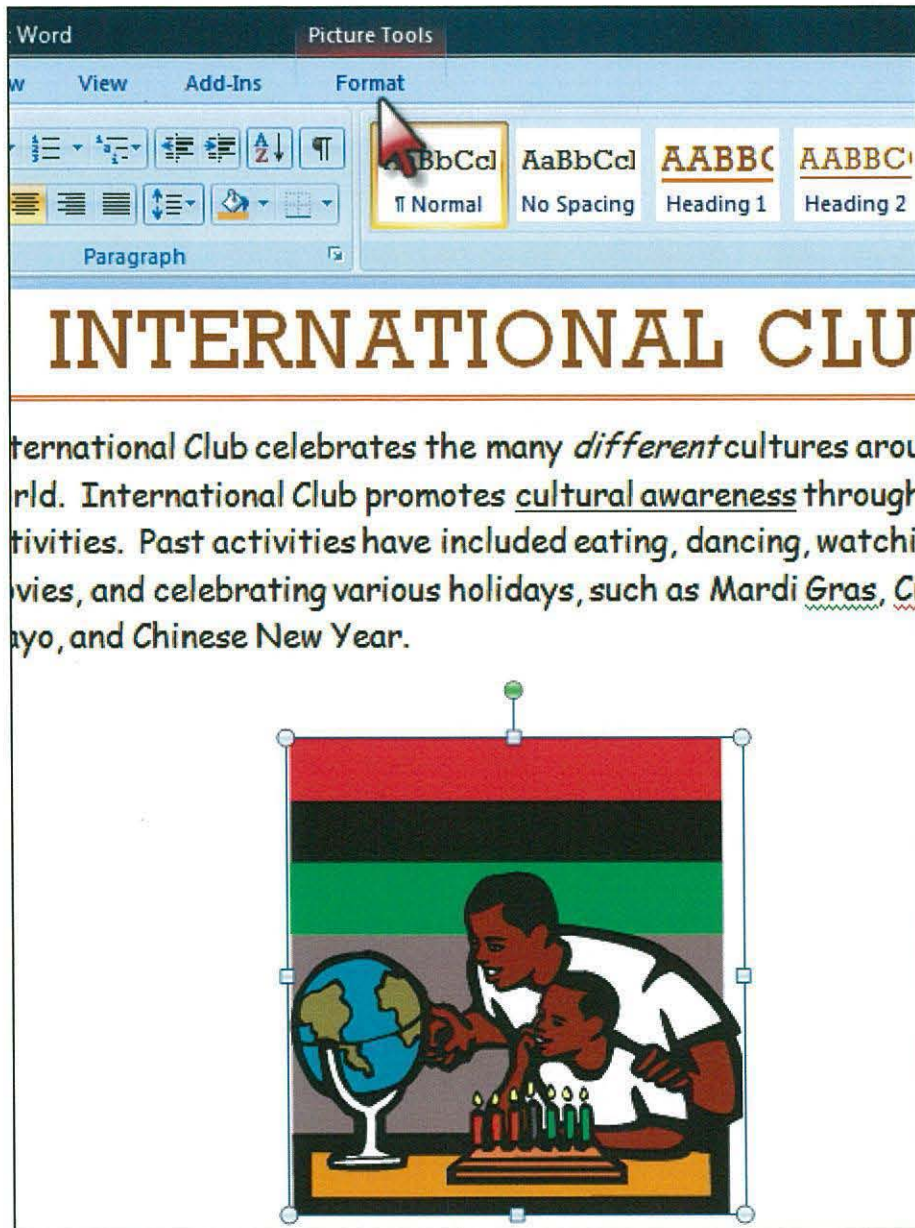
Picture Styles

INTERNATIONAL   More

- **Click** the "**Reflected Perspective Right**" picture style

   (1st column, 3rd row)

International Club Flyer - Microsoft Word   Picture Tools

yout   References   Mailings   Review   View   Add-Ins   Format

Reflected Perspective Right
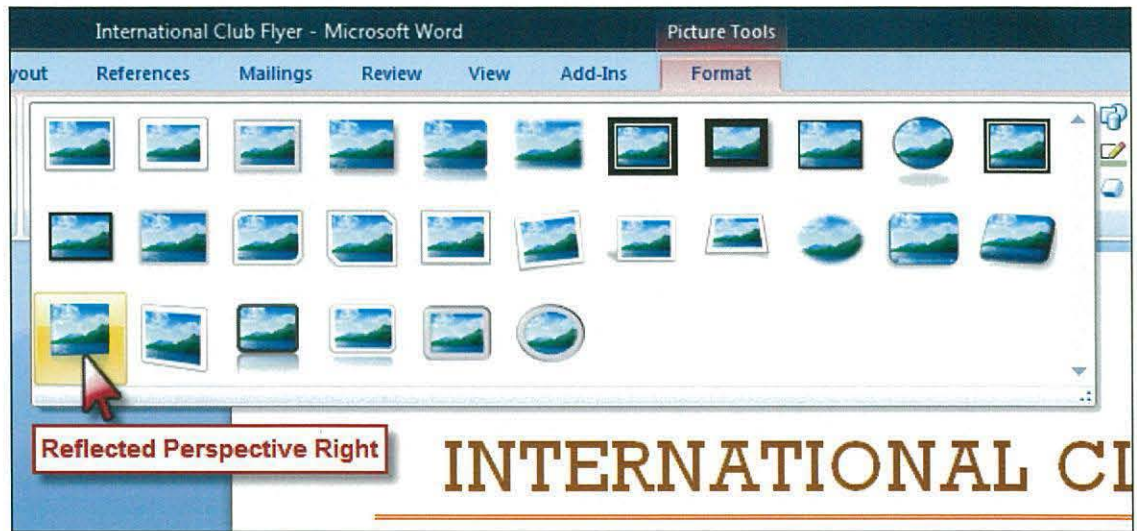
INTERNATIONAL CI

This is how it should look

INTERNATIONAL CLUB

International Club celebrates the many *different* cultures around the world. International Club promotes <u>cultural awareness</u> through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

- Every **first** Monday
- Room 250D
- 2:15-3:00pm

COME CELEBRATE OUR CULTURES!

Learning Objective:

The student will be able to **save** to current location 🖫

- **Click** the quick "**Save**" button 🖫 to save what you have done so far.

Learning Objective:

The student will be able to insert a **page border**

Page Borders

---

1 **Click** "Page Layout"

2 **Click** the "**Page Borders**" button

Page Borders

① **Click** the

"**Art**:" box arrow

② **Click** the
globe picture

Borders and Shading

Borders | Page Border | Shading

Setting:
None
Box
Shadow
3-D
Custom

Style:

Color:
Automatic

Width:
½ pt

Art:
(none)

Preview

Click on diagram below or use
buttons to apply borders

Apply to:
Whole document

Options...

Horizontal Line...

OK | Cancel

● **Click** "OK"

Borders and Shading

Borders | Page Border | Shading

Setting:
None
Box
Shadow
3-D
Custom

Style:

Color:
Automatic

Width:
31 pt

Art:

Preview

Click on diagram below or use
buttons to apply borders

Apply to:
Whole document

Options...

Horizontal Line...

OK | Cancel

This is what it
should look like
when you are
finished!

INTERNATIONAL CLUB

International Club celebrates the many *different* cultures around the world. International Club promotes <u>cultural awareness</u> through various activities. Past activities have included eating, dancing, watching movies, and celebrating various holidays, such as Mardi Gras, Cinco de Mayo, and Chinese New Year.

- Every **first** Monday
- Room 250D
- 2:15-3:00pm

COME CELEBRATE OUR CULTURES!

- **Click** the quick "**Save**" button to save one last time.

Play Auditions

Have you ever wanted to act in front of a live audience? Well now is your chance! The theater company will be holding acting, singing, and dancing auditions for an upcoming play. Follow your *dreams* and try out!

- Friday, March 9
- 5:00pm
- Carco Theatre

You can be a star!

Directions:

Follow the bulleted instructions and look at the corresponding pictures to create the Microsoft Word Flyer

---

Learning Objective:

The student will be able to **open** and **save as** a word document

---

- **Open** Word

  Microsoft Office Word 2007

- **Click** the "**Office Button**"

- Hover over "**Save As**"

- **Click** "Word Document"

- Navigate to your "W: Drive"

① **Click** the "My Documents" **drop down arrow**

② **Click** the **W: drive** (the one with your login name)

① **Click** the folder "Word Chapter 1"

② **Click** "Open"

① Type:

Play Auditions Flyer

② Click
"**Save**"

Save As

Save in:	📁 Word Chapter 1

📁 Trusted Templates
📄 My Recent Documents
🖥 Desktop
📁 My Documents
💻 My Computer
🌐 My Network Places

📄 International Club Flyer
📄 Microsoft Word Flyer

①

File name: Play Auditions Flyer

Save as type: Word Document

Tools ▾   **Save**   Cancel

②

Learning Objective:

The student will be able to **enter text** on a Word document

---
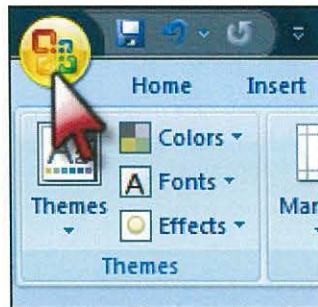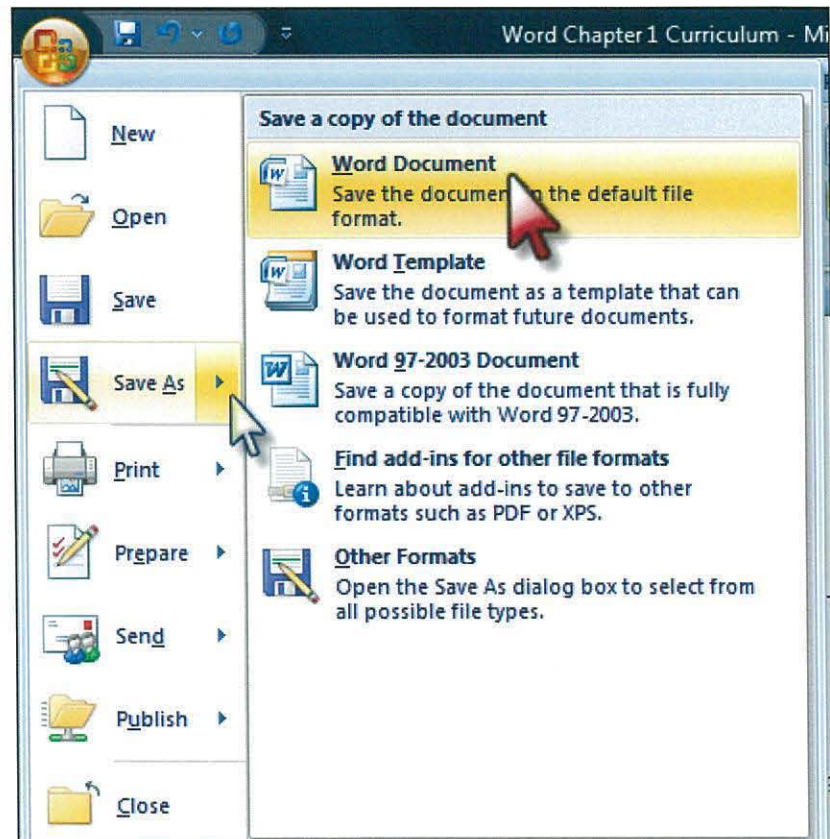
① Type the headline:

Play Auditions

② Press the **ENTER** key on your keyboard to move to the next line

abe X₂ X² Aa▾   🖍▾ **A**▾   ≣ ≣ ≣ ≣   ↕≣▾   🎨▾ ▦▾   ¶N

Font   Paragraph

① Play Auditions   **Enter** **②**

| ◀—— **Insertion point moved to next line**

① Type the body:

Have you ever wanted to act in front of a live audience? Well now is your chance! The theater company will be holding acting, singing, and dancing auditions for an upcoming play. Follow your dreams and try out!

Play Auditions

① Have you ever wanted to act in front of a live audience? Well now is your chance! The theater company will be holding acting, singing, and dancing auditions for an upcoming play. Follow your dreams and try out!

2 Enters **②**

| ← **Insertion point moved to next line**

② Press the **ENTER** **(2)** times on your keyboard to move to the next line

---

Learning Objective:

The student will be able to insert **Clip Art**

Clip
Art

---

① **Click** the "**Insert**" tab on the ribbon

② Click "**Clip Art**"

Home | Insert | Page Layout | References | Mailings

Cover Page | Blank Page | Page Break | ①ble | Picture | Clip Art | Shapes | SmartArt | Chart

Pages | Tables | ustrations

②
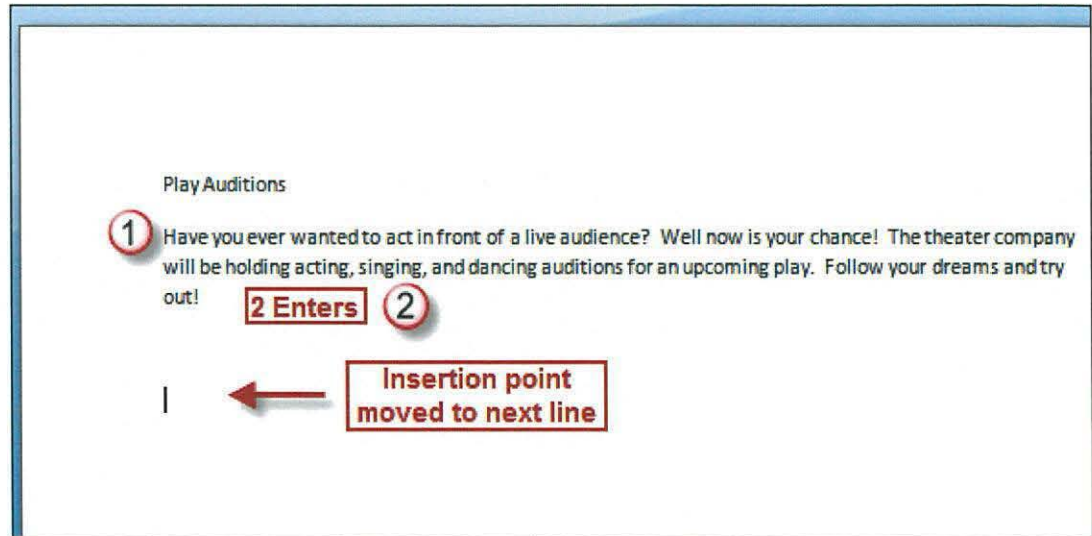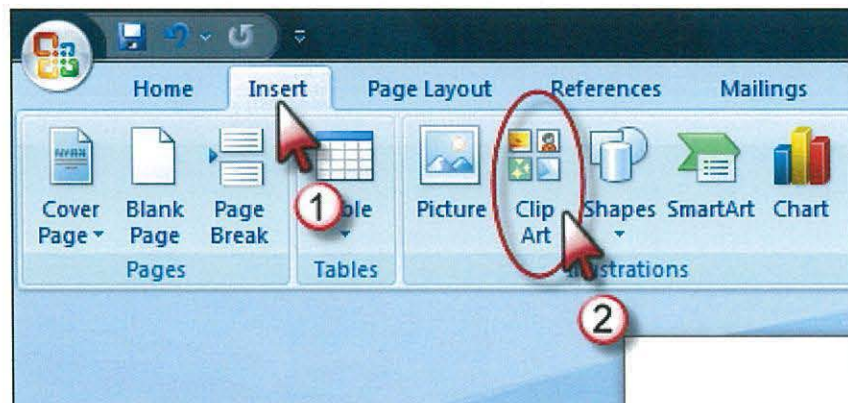
① Type: **Theater** in the "Search for:" box

② **Click** "Go"

③ **Click** the clip art shown or a similar clip art picture if the circled one is not available.

Clip Art

Search for:

theater [Go]

Search in:

All collections

Results should be:

All media file types

Return to...   Wonder a...

Learning Objective:

The student will be able to **save** to current location

• **Click** the quick "**Save**" button to save what you have done so far.

Insert   Page

Cut
Copy
Paste
Format Painter

Clipboard

Calibri (

B *I*

Learning Objective:

The student will be able to insert **Bullets**

---

① **Click** below the picture

② **Click** the **Bullets** button on the Home tab.

③ Type:

- **Friday, March 9**
- **5:00pm**
- **Carco Theatre**

Play Auditions
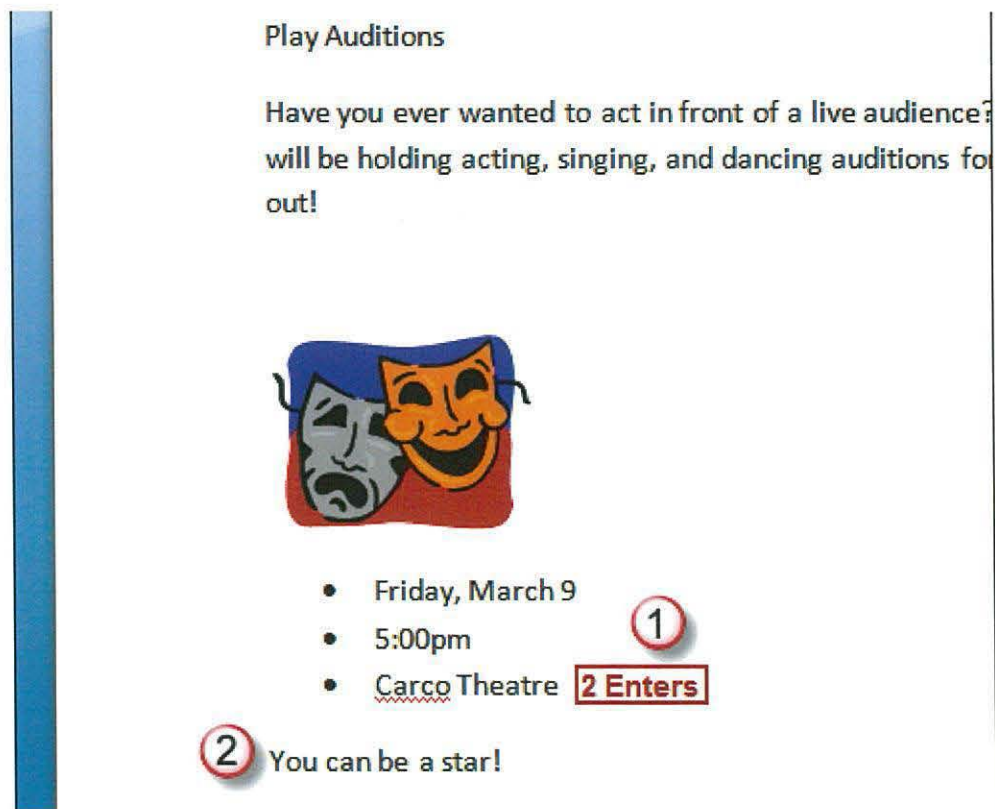
Have you ever wanted to act in front of a live audience? Well now is your cha will be holding acting, singing, and dancing auditions for an upcoming play. F out!

- Friday, March 9 **Enter** ③
- 5:00pm **Enter**
- Carco Theatre

---

① Press the **ENTER** **(2)** times on your keyboard to move to the next line

② Type:
You can be a star!

Play Auditions

Have you ever wanted to act in front of a live audience? will be holding acting, singing, and dancing auditions fo out!

- Friday, March 9
- 5:00pm ①
- Carco Theatre **2 Enters**

② You can be a star!

The student will be able to format **Heading 1** | AaBbC(Heading 1 |

The student will be able to change styles [Change Styles] by changing **style set and fonts**

---

① Highlight the title:

"Play Auditions"

② Click the **"Heading 1"** style in the styles gallery

| Review | View | Add-Ins |

AaBbCcDc ¶ Normal | AaBbCcDc ¶ No Spaci... | AaBbC(Heading 1 | AaBbCc Heading 2 | AaB Title |

Paragraph   Styles

Heading 1

① **Play Auditions**

Have you ever wanted to act in front of a live audience? Well now is your chance! The theater company will be holding acting, singing, and dancing auditions for an upcoming play. Follow your dreams and try out!

---

① **Click** "Change Styles"

② **Click** "Style Set"

③ **Click** "Manuscript"

aB | AaBbCc. Subtitle | AaBbCcDc Subtle Em... | AaBbCcDc Emphasis | AaBbCcDc Intense E... | Change Styles |

Styles

Find
Replace
Select

Style Set
Colors
Fonts
Set as Default

Default (Black and White)
Distinctive
Elegant
Fancy
Formal
Manuscript ③
Modern
Simple
Traditional
Word 2003
Word 2007

Reset to Quick Styles from Template
Reset Document Quick Styles
Save as Quick Style Set...

eater

our

1 Click
"Change Styles"

2 Click "Fonts"

3 Click "Urban"

BbCcl AaBbCcD(AaBbCcD(AaBbCcD(	Find ▾
otitle Subtle Em... Emphasis Intense E...	Replace
	Change Styles ▾ Select ▾

Style Set ▶
Colors ▶
1
Fonts ▶
Set as Default
2

Corbel

Opulent
Aa Trebuchet MS
Trebuchet MS

Oriel
Aa Century Schoolb...
Century Schoolbook

Origin
Aa Bookman Old ...
Gill Sans MT

Paper
Aa Constantia
Constantia

Solstice
Aa Gill Sans MT
Gill Sans MT

Technic
Aa Franklin Gothic Bo...
Arial

Trek
Aa Franklin Gothic M...
Franklin Gothic Book

Urban
Aa Trebuchet MS
Georgia
3 Urban

Verve
Aa Century Gothic
Century Gothic

Play Auditions

Have you ever wanted to act in front of a live audience? Well now is your chance! The theater company will be holding acting, singing, and dancing auditions for an upcoming play. Follow your dreams and try out!

Learning Objective:

The student will be able to **Center** [center icon]

The student will be able to change **Font Size** 11 ▾

The student will be able to change **Font Style** Calibri (Body) ▾

With the text still highlighted

① **Click** the **Font Size** box arrow

② **Click** "36"

③ **Click** the "**Center**" button

[Screenshot of Word ribbon with Font Size dropdown showing sizes 8, 9, 10, 11, 12, 14, 16, 18, 20, 22, 24, 26, 28, 36, 48, 72 and "Center" button labeled, with "Play Audit" and "Have you ever wanted to act in f" text visible]

---

① **Highlight** the paragraph below the title

② **Click** the **Font Size** box arrow

③ **Click** "14"

[Screenshot of Word ribbon with Font Size dropdown and document showing:]

Play Auditions

Have you ever wanted to act in front of a live audience? Well now is your chance! The theater company will be holding acting, singing, and dancing auditions for an upcoming play. Follow your dreams and try out!

① **Click** the
font style box arrow

② **Click**
"Batik Regular"

Learning Objective:

The student will be able to **Underline** `U ▾`

The student will be able to apply **Italics** `I`

① **Highlight**

"acting, singing, and dancing"

② **Click** the
"**underline**" button
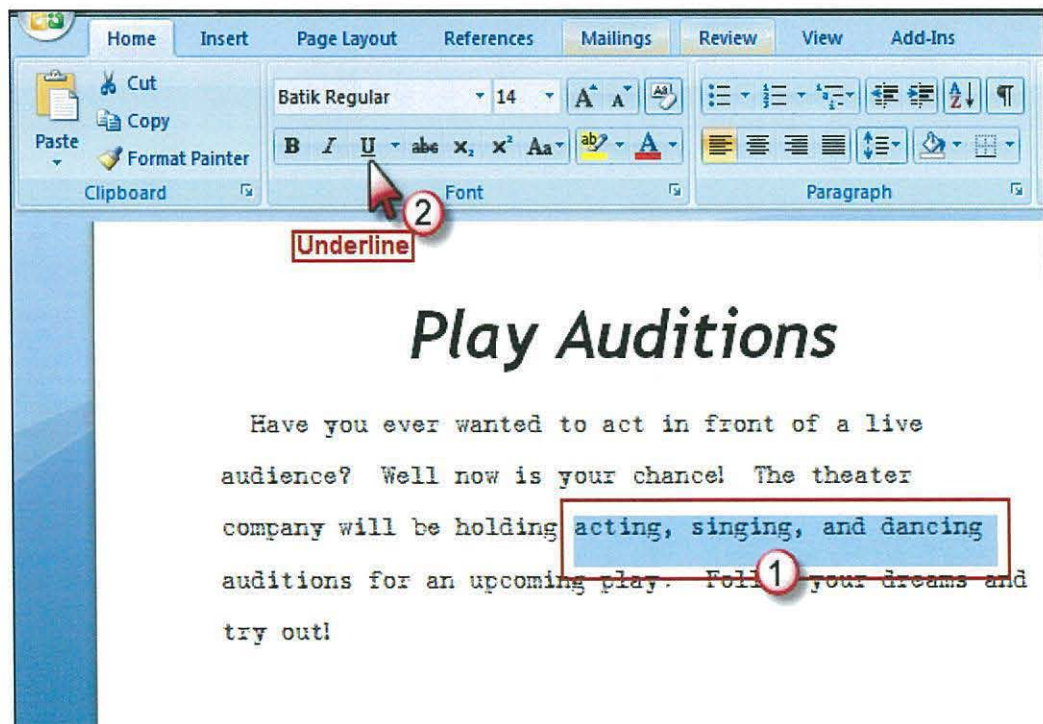
① **Highlight** "dreams"

② **Click** the "**italic**" button

Play Auditions

Have you ever wanted to act in front of a live audience? Well now is your chance! The theater company will be holding <u>acting, singing, and dancing</u> auditions for an upcoming play. Follow your *dreams* and try out!

- Friday, March 9
- 5:00pm
- Carco Theatre

You can be a star!

Learning Objective:

The student will be able to **<u>save</u>** to current location

---

- **Click** the quick "**<u>Save</u>**" button to save what you have done so far.

Learning Objective:

The student will be able to change **Font Size** [11 ▾]

The student will be able to change **Font Style** [Calibri (Body) ▾]

---

① **Highlight** the bulleted list

② **Click** the **Font Size** box arrow

③ **Click** "14"

Font size dropdown: 8, 9, 10, 11, 12, 14, 16, 18, 20, 22, 24, 26, 28, 36, 48, 72

company will be hol

auditions for an up

try out!

- Friday, March 9 ①
- 5:00pm
- Carco Theatre

You can be a star!

With the text still highlighted:

① **Click** the **font style** box arrow

② **Click** "Batik Regular"

Theme Fonts
Trebuchet MS (Headings)
Georgia (Body)

Recently Used Fonts
Batik Regular
Calibri
Aharoni
Arno Pro Smbd SmText
Bauhaus 93
Arial Black
Comic Sans MS
Arial

ompany will be h

uditions for an

ry out!

Learning Objective:

The student will be able to format **Heading 2**

The student will be able to **Center**

The student will be able to change **Font Size**

---

① **Highlight** the last line (signature line)

② **Click** "**Heading 2**"

③ **Click** the "**Center**" button

Review   View   Add-Ins

AaBbCcI AaBbCcI *AaBbC* **AaBbC** AaBbCc
¶ Normal ¶ No Spaci... Heading 1 Heading 2 Heading 3

Paragraph   Styles

Center **③** will be holding <u>acting</u>, <u>singing</u>, **Heading 2** ing auditions for an upcoming play. Follow your *dreams* and try out!

- Friday, March 9
- 5:00pm
- Carco Theatre

① *You can be a star!*

With the signature line still highlighted

① **Click** the **Font Size** box arrow

② **Click** "28"

Home   Insert   Page Layout   References   Mailings

Cut
Copy
Paste
Format Painter

Clipboard

Trebuchet MS (Heading ▾ 14

B *I* U ▾ abe x₂

Font

8
9
10
11
12
14
16
18
20
22
24
26
28
36
48
72

The student will be able to **Center** and resize an image

The student will be able to choose a **picture style** for an image

---

1 **Click** the image

2 **Click** the "**Center**" button

- **Click** and **drag** the bottom right corner of the picture

company will be holding <u>acting, singing, and danci</u>

auditions for an upcoming play.   Follow your *drea*

try out!
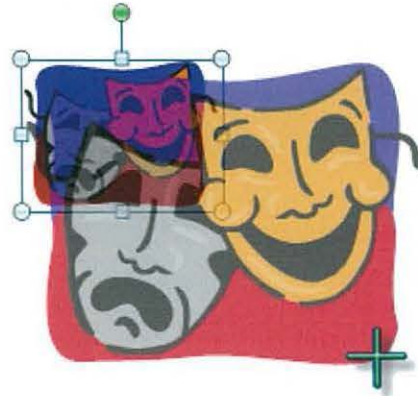
- Friday, March 9
- 5:00pm
- Carco Theatre

You can be a star!

This is how it should look

Play Auditions

Have you ever wanted to act in front of a live audience? Well now is your chance! The theater company will be holding <u>acting, singing, and dancing</u> auditions for an upcoming play. Follow your *dreams* and try out!

- Friday, March 9
- 5:00pm
- Carco Theatre

You can be a star!

Learning Objective:

The student will be able to **save** to current location

● **Click** the quick "**Save**" button to save what you have done so far.

Make sure the picture is still selected

① **Click "Format"** under "**Picture Tools**"

② **Click** the "more" box arrow
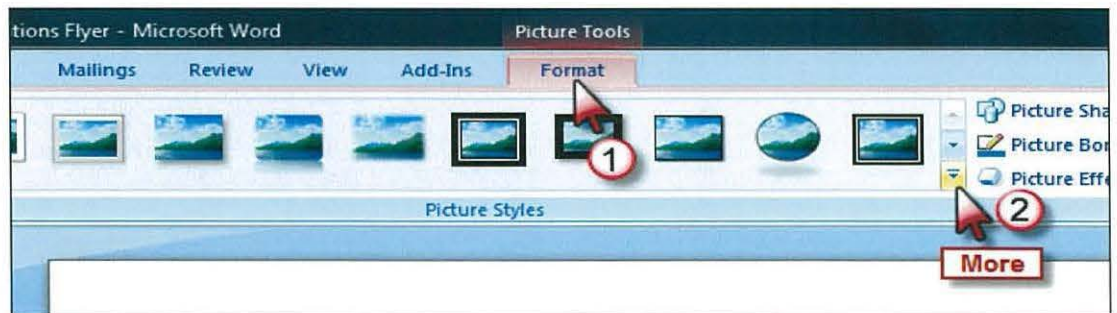
● **Click** the

"**Perspective Shadow, White**" picture style (7th column, 2nd row)
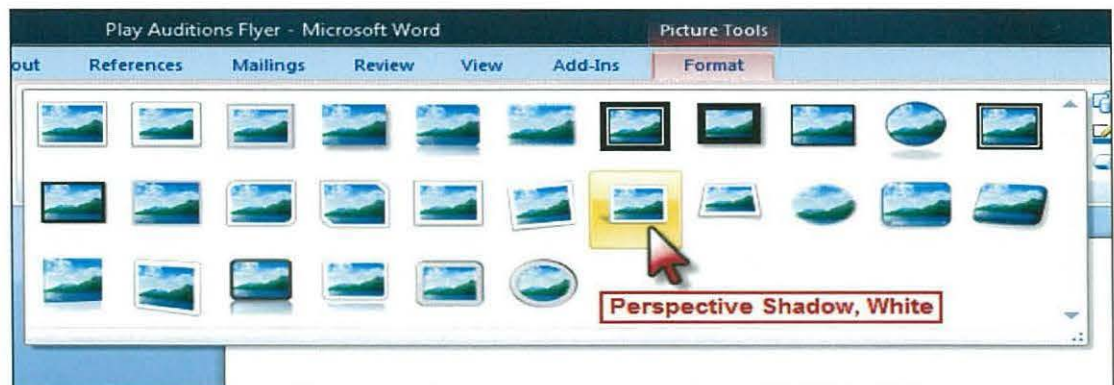
This is how it should look.

Play Auditions

Have you ever wanted to act in front of a live audience? Well now is your chance! The theater company will be holding acting, singing, and dancing auditions for an upcoming play. Follow your *dreams* and try out!

- Friday, March 9
- 5:00pm
- Carco Theatre

You can be a star!

Learning Objective:

The student will be able to insert a **page border**

1. **Click** "Page Layout"

2. **Click** the "**Page Borders**" button
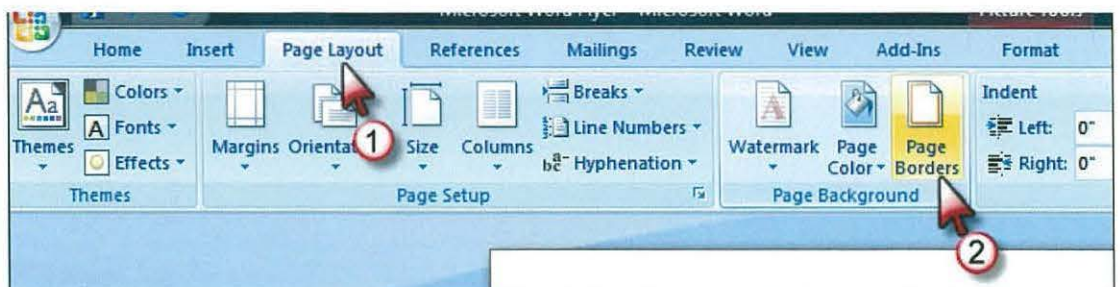
① Click "**Art**:" box arrow

② Click the star picture ⭐⭐⭐⭐⭐

③ Click "OK"

Borders and Shading

Borders | Page Border | Shading

Setting:

☐ None
☐ Box
☐ Shadow
☐ 3-D
☐ Custom

Style:

Color:
Automatic

Width:
½ pt

Art:
(none)

Preview

Click on diagram below or use buttons to apply borders

Apply to:
Whole document

Options...

Horizontal Line...

OK   Cancel
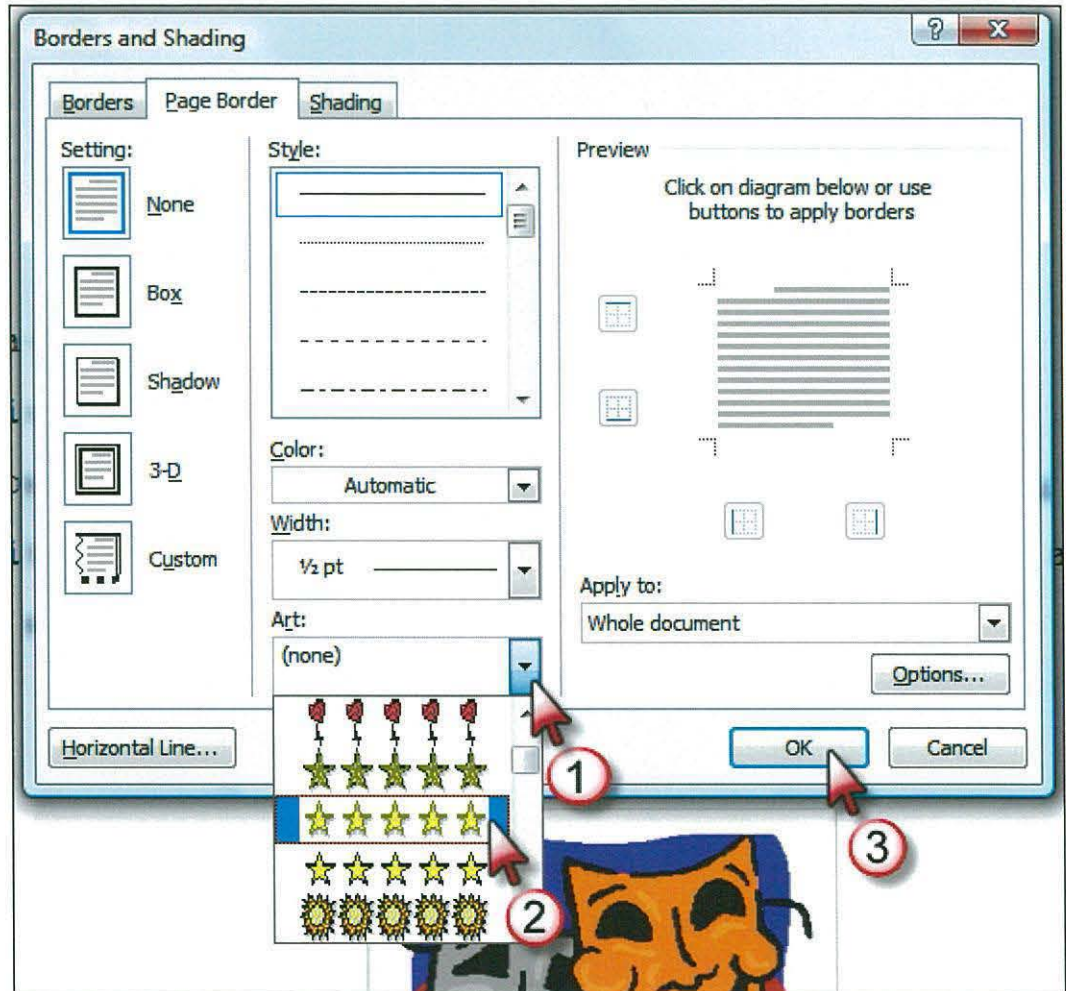
This is what it should look like when you are finished!

Play Auditions

Have you ever wanted to act in front of a live audience? Well now is your chance! The theater company will be holding acting, singing, and dancing auditions for an upcoming play. Follow your *dreams* and try out!

- Friday, March 9
- 5:00pm
- Carco Theatre

You can be a star!

- **Click** the quick "**Save**" button to save one last time.

Soccer Camp Flyer

It's Soccer Time!

Are you interested in playing soccer? No matter what your skill level is, Kick It Camp is here for you. The camp is **August 5 and 6** at the Kick it Arena.

- Learn aggressive footwork
- Condition for the season
- Pass, kick, and boot it out of here

Call Kick It Camp at 555-3693 for more information

Directions:

Follow the bulleted instructions and look at the corresponding pictures to create the Microsoft Word Flyer

Learning Objective:

The student will be able to **open** and **save as** a word document

- Open Word

Microsoft Office Word 2007

- Click the "Office Button"

- Hover over "Save As"

- Click "Word Document"

- Navigate to your "W: Drive"

1 **Click** the "My Documents" **drop down arrow**

2 **Click** the **W: drive** (the one with your login name)

1 **Click** the folder "**Word Chapter 1**"

2 **Click** "Open"

① Type:

Play Auditions Flyer

② Click
"**Save**"

Save As dialog box showing Save in: Word Chapter 1 with files International Club Flyer, Microsoft Word Flyer, Play Auditions Flyer. File name: Soccer Camp Flyer. Save as type: Word Document.

Learning Objective:

The student will be able to **enter text** on a Word document

---
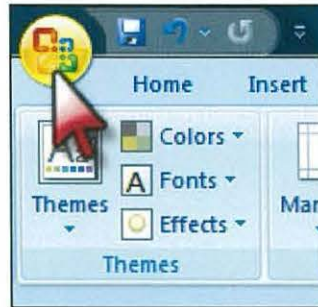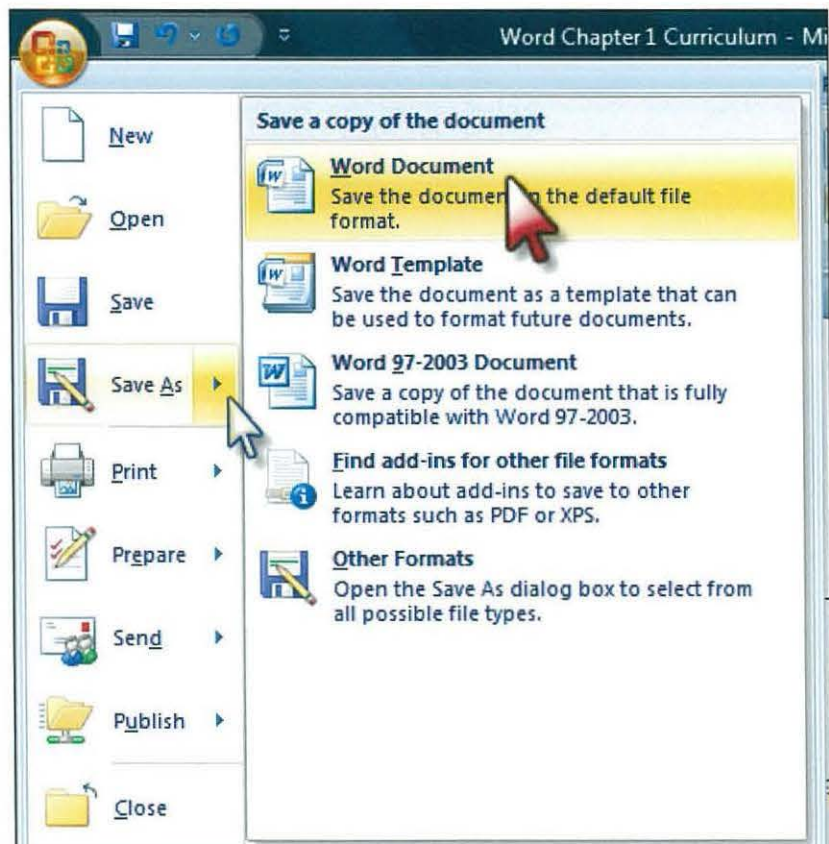
① Type the
headline:

It's Soccer Time

② Press the
ENTER key on your
keyboard to move to
the next line

Word toolbar showing Paragraph group. Document shows "It's Soccer Time!" with Enter key noted and Insertion point moved to next line.
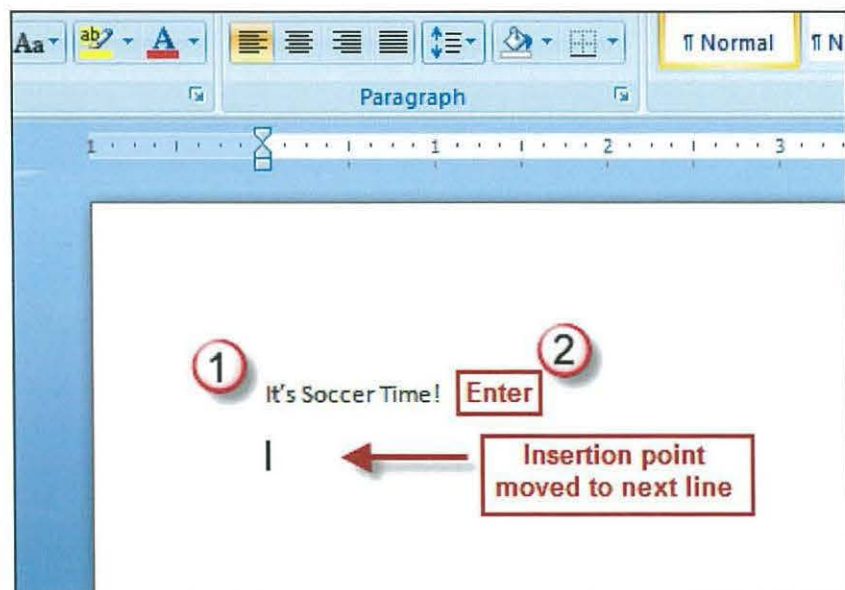
① Type the body:

Are you interested in playing soccer? No matter what your skill level is, Kick It Camp is here for you. The camp is August 5 and 6 at the Kick it Arena.

It's Soccer Time!

① Are you interested in playing soccer? No matter what your skill level is, Kick It Camp is here for you. The camp is August 5 and 6 at the Kick it Arena. | 2 Enters | **②**

| ← Insertion point moved to next line

② Press the **ENTER** (2) times on your keyboard to move to the next line

---

Learning Objective:

The student will be able to insert **Clip Art**

Clip Art

---

① **Click** the "**Insert**" tab on the ribbon

② Click "**Clip Art**"

Home   Insert   Page Layout   References   Mailings

Cover Page ▾   Blank Page   Page Break   ① ble   Picture   Clip Art   Shapes   SmartArt   Chart

Pages   Tables   Illustrations

②
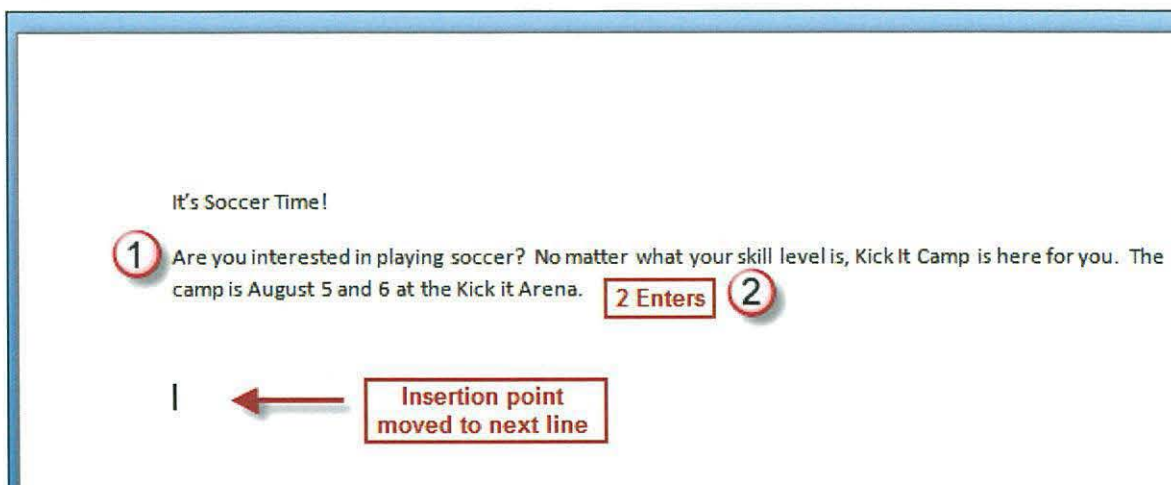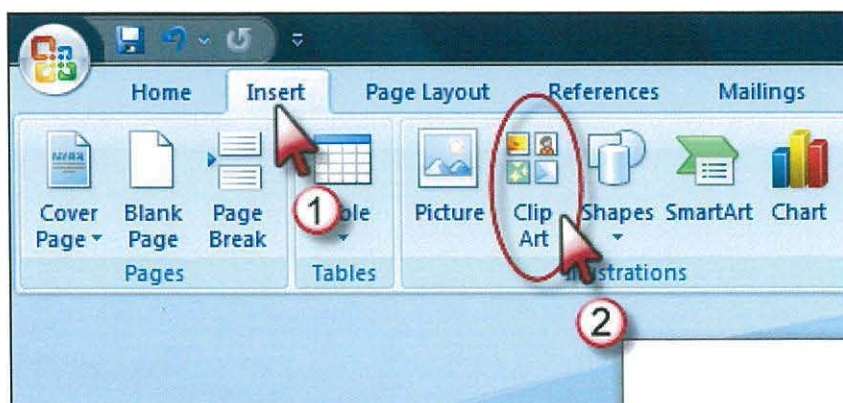
① Type: **Soccer** in the "Search for:" box

② **Click** "Go"

③ **Click** the clip art shown or a similar clip art picture if the circled one is not available.
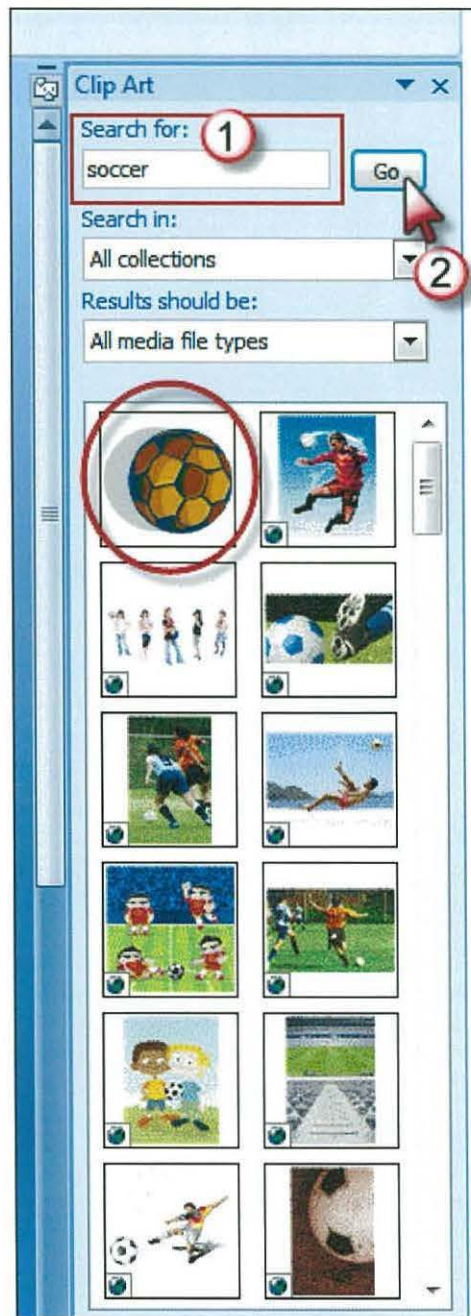
Learning Objective:

The student will be able to **save** to current location

● **Click** the quick **"Save"** button to save what you have done so far.
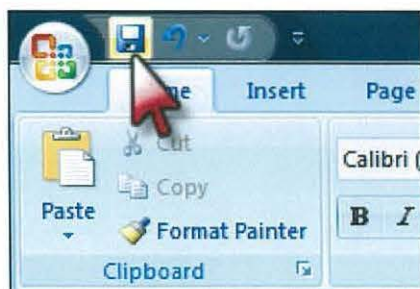
Learning Objective:

The student will be able to insert **Bullets** :≡ ▾
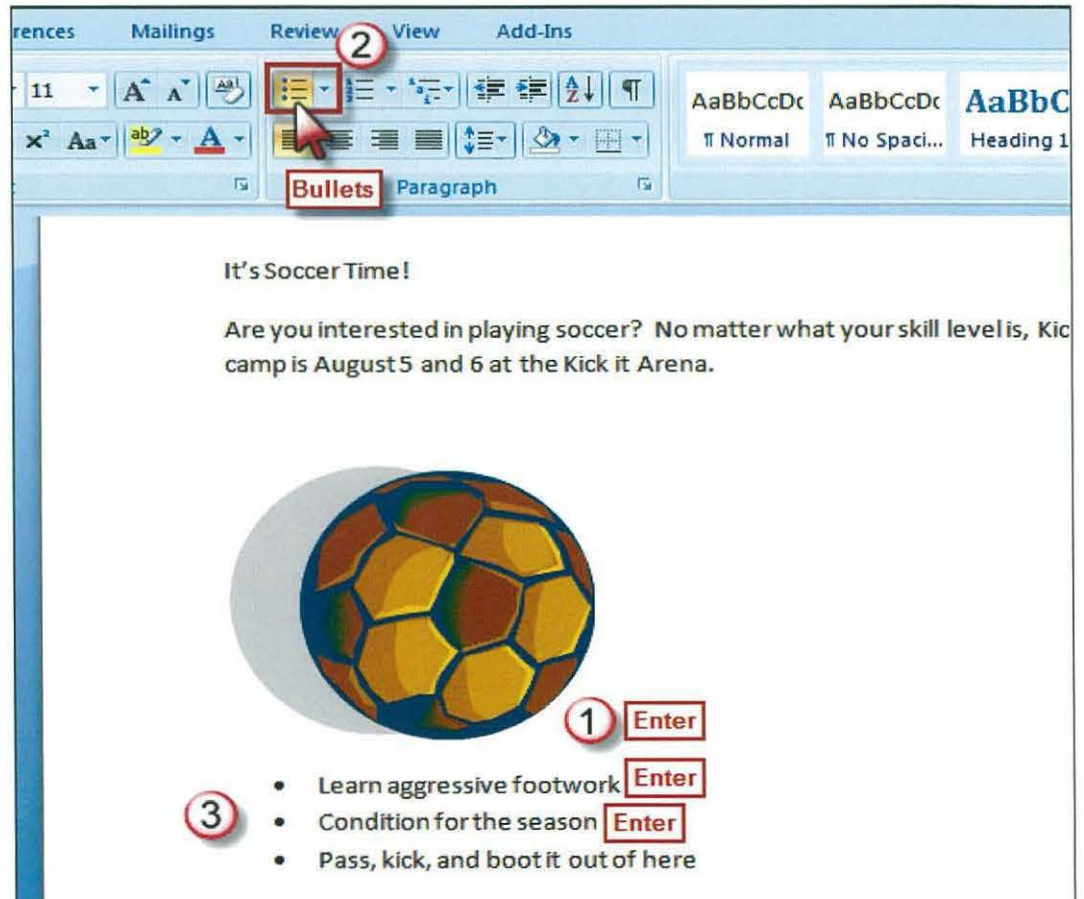
1 Press **Enter** on your keyboard to move below the picture
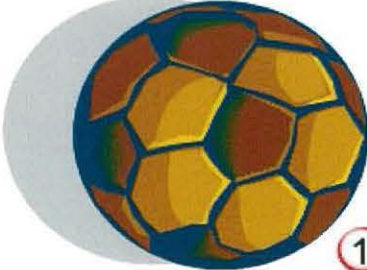
2 **Click** the **Bullets** button :≡ ▾ on the Home tab.

3 Type:

- **Learn aggressive footwork**

- **Condition for the season**

- **Pass, kick, and boot it out of here**

rences   Mailings   Review **2** View   Add-Ins

11 ▾ | A⁺ A⁻ | Aa | :≡ ▾ | ≡ ▾ '≡ ▾ | 建 建 | A↓ | ¶ | AaBbCcDc AaBbCcDc **AaBbC**
x² Aa▾ ab▾ A▾ | ≡ ≡ ≡ ≡ | ‡≡ ▾ | ♢ ▾ | ⊞ ▾ | ¶ Normal ¶ No Spaci... Heading 1

Bullets Paragraph

It's Soccer Time!

Are you interested in playing soccer? No matter what your skill level is, Kic camp is August 5 and 6 at the Kick it Arena.
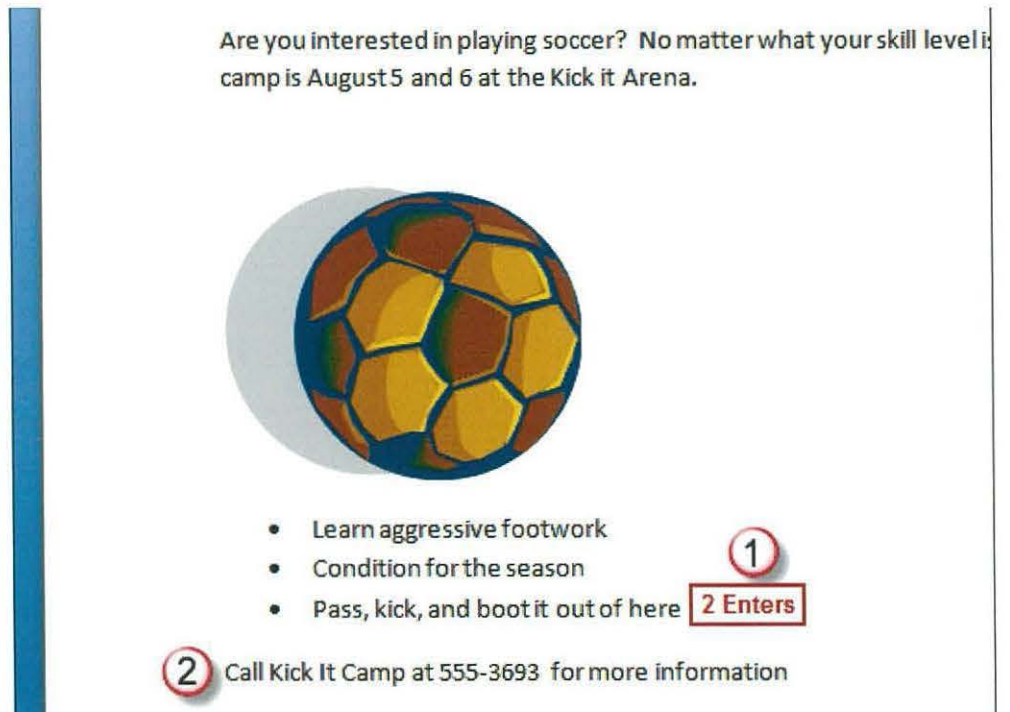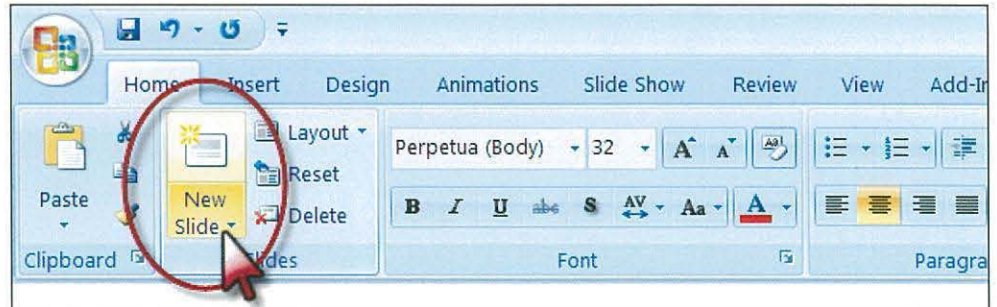
1 `Enter`

- Learn aggressive footwork `Enter`
- **3** Condition for the season `Enter`
- Pass, kick, and boot it out of here

---

1 Press the **ENTER** **(2)** times on your keyboard to move to the next line

2 Type:

Call Kick It Camp at 555-3693 for more information

Are you interested in playing soccer? No matter what your skill level is camp is August 5 and 6 at the Kick it Arena.

- Learn aggressive footwork
- Condition for the season **1**
- Pass, kick, and boot it out of here `2 Enters`

2 Call Kick It Camp at 555-3693 for more information

Learning Objective:

The student will be able to format **Heading 1**   AaBbC(Heading 1

The student will be able to change styles [Change Styles] by changing **style set, and color and fonts**

	Change Styles
🔤	Style Set ▸
■	Colors ▸
A	Fonts ▸

---

① **Highlight** the title:

"**It's Soccer Time!**"

② **Click** the "**Heading 1**" style in the styles gallery

Heading 1

① It's Soccer Time!

Are you interested in playing soccer? No matter what your skill level is, Kick It Camp is here for you. The camp is August 5 and 6 at the Kick it Arena.

---
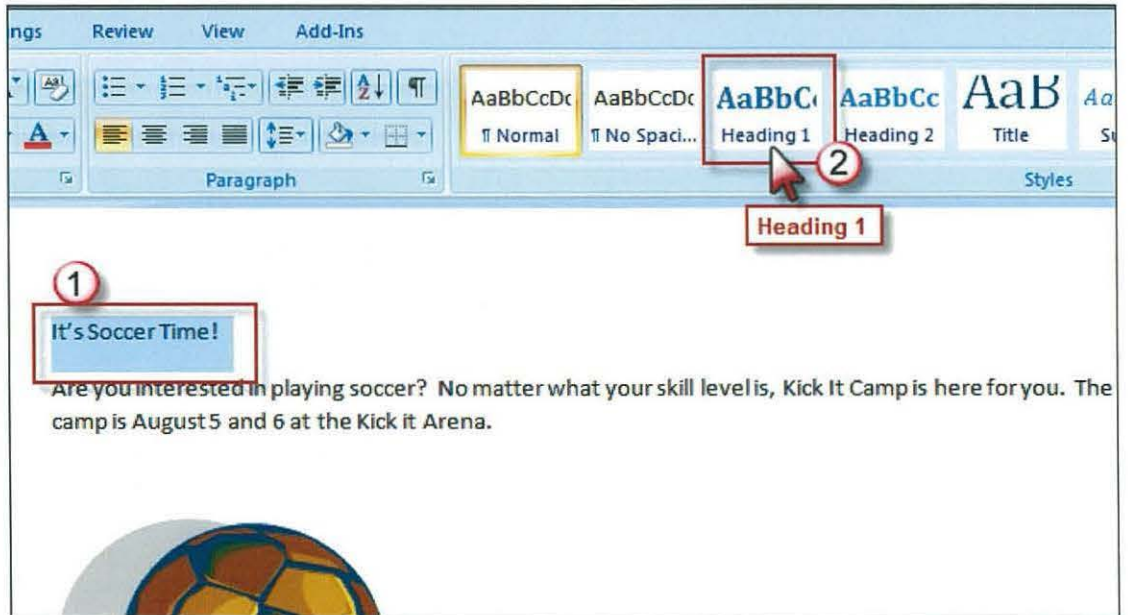
① **Click** "Change Styles"

② **Click** "Style Set"

③ **Click** "Word 2007"
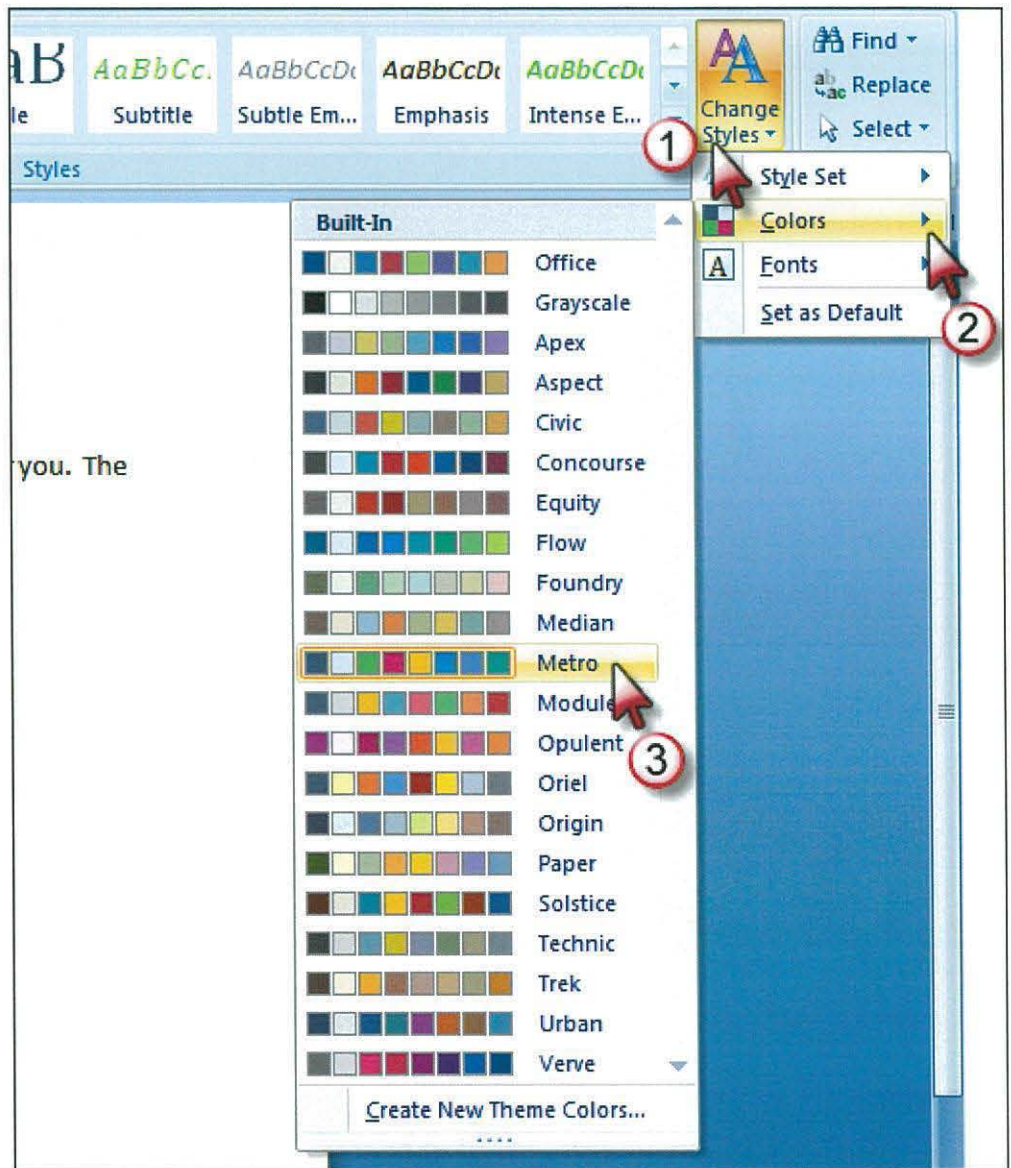
Default (Black and White)
Distinctive
Elegant
Fancy
Formal
Manuscript
Modern
Simple
Traditional
Word 2003
Word 2007
Reset to Quick ...es from Template
Reset Document ③ : Styles
Save as Quick Style Set...

 are for you. The

① **Click** "Change Styles"

② **Click** "Colors"

③ **Click** "Metro"

It's Soccer Time!

Are you interested in playing soccer? No matter what your skill level is, Kick It Cam
camp is August 5 and 6 at the Kick it Arena.
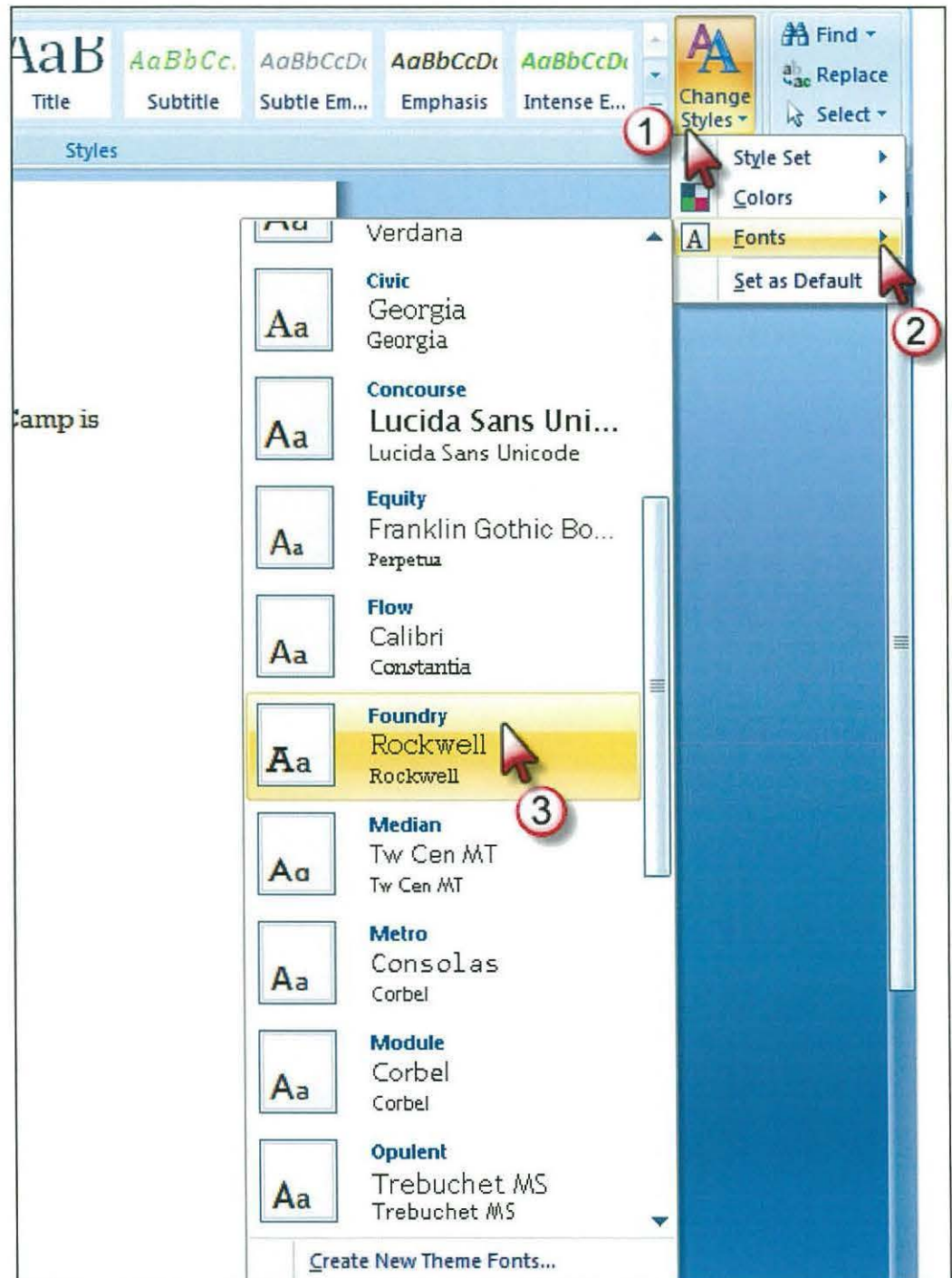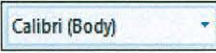
① **Click** "Change Styles"

② **Click** "Fonts"

③ **Click** "Foundry"

Title AaB

Subtitle AaBbCc.

Subtle Em... AaBbCcD(

Emphasis AaBbCcD(

Intense E... AaBbCcD(

Styles

Change Styles ▾

🔍 Find ▾
Replace
Select ▾

Style Set ▸
Colors ▸
A Fonts ▸
Set as Default

Aa Verdana

Civic
Aa Georgia
Georgia

amp is

Concourse
Aa Lucida Sans Uni...
Lucida Sans Unicode

Equity
Aa Franklin Gothic Bo...
Perpetua

Flow
Aa Calibri
Constantia

Foundry
Aa Rockwell
Rockwell

Median
Aa Tw Cen MT
Tw Cen MT

Metro
Aa Consolas
Corbel

Module
Aa Corbel
Corbel

Opulent
Aa Trebuchet MS
Trebuchet MS

Create New Theme Fonts...

It's Soccer Time!

Are you interested in playing soccer? No matter what your skill level
here for you. The camp is August 5 and 6 at the Kick it Arena.

Learning Objective:

The student will be able to **Center**   ≡

The student will be able to change **Font Size** | 11 ▾ |

The student will be able to change **Font Style** | Calibri (Body) ▾ |

With the text still highlighted

1 **Click** the **Font Size** box arrow

2 **Click** "36"

3 **Click** the "**Center**" button

---

1 **Highlight** the paragraph below the title

2 **Click** the **Font Size** box arrow

3 **Click** "16"

It's Soccer Time!

Are you interested in playing soccer? No matter what your skill level is, Kick It Camp is here for you. The camp is August 5 and 6 at the Kick it Arena.

① **Click** the
font style box arrow

② **Click**
"Arial Unicode MS"

sert	Page Layout	References	Mailings	Review	View	Add-Ins

Rockwell ▼ 16 ▼ A˄ A˅

Tr Arabic Typesetting   ابجد هوز ▲
Tr Arial
Tr **Arial Black**
Tr Arial Narrow
Tr **Arial Rounded MT Bold**
Tr Arial Unicode MS
O Arno Pro
O Arno Pro Caption
O Arno Pro Display
O Arno Pro Light Display
O Arno Pro Smbd
O Arno Pro Smbd Caption
O Arno Pro Smbd Display
O Arno Pro Smbd SmText
O Arno Pro Smbd Subhead
O Arno Pro SmText

≣ ▼ ≣ ▼ '≣ ▼ | 律 律 | ↓Z | ¶   AaBbCcl AaBbC
≡ ≡ ≡ ≡ | ‡≣ ▼ | ◇ ▼ 田 ▼   ¶ Normal ¶ No Spa

Paragraph

It's Soccer

re you interested in playing soccer?

vel is, Kick It Camp is here for you.

the Kick it Arena.

Learning Objective:

The student will be able to **save** to current location 💾

● **Click** the quick
"**Save**" button
💾 to save what
you have done so
far.

Insert   Page

Paste   Cut   Calibri (
📋 Copy
✏ Format Painter   **B** *I*

Clipboard

Learning Objective:

The student will be able to **Underline**   U ▼

The student will be able to apply **Bold**   B

1 Highlight

"Kick It Camp"

2 Click the
"underline" button

| Page Layout | References | Mailings | Review | View | Add-Ins |

Arial Unicode MS 16

AaBbCcl AaBbCcl **AaBbC** Aa

¶ Normal ¶ No Spaci... Heading 1 Head

Font Paragraph

It's Soccer Time!

Are you interested in playing soccer? No matter what

level is, Kick It Camp is here for you. The camp is Aug

at the Kick it Arena.

---

1 Highlight
"August 5 and 6"

2 Click the
"Bold" button

| Home | Insert | Page Layout | References | Mailings | Review | View | Add-Ins |

Cut
Copy
Format Painter

Arial Unicode MS 16

Clipboard Font Paragraph

AaBbCc

¶ Normal

It's Soccer Time!

Are you interested in playing soccer? No matter what you skill

level is, Kick It Camp is here for you. The camp is **August 5 and 6**

at the Kick it Arena.

- Learn aggressive footwork
- Condition for the season
- Pass, kick, and boot it out of here

Call Kick It Camp at 555-3693 for more information

Learning Objective:

The student will be able to change **Font Size** `11  ▾`

The student will be able to change **Font Style** `Calibri (Body)  ▾`

---

① **Highlight** the bulleted list

② **Click** the **Font Size** box arrow

③ **Click** "16"

Layout   References   Mailings   Review   View   Add-Ins

ll (Body)   ▾ 16 ▾   A⁺ A˅
U ▾ abc x₂

Font

8
9
10
11
12
14
16
1
20
22
24
26
28
36
48
72
....

...you interested in playing soccer? No mat...

level is, <u>Kick It Camp</u> is here for you.   The cam

at the Kick it Arena.

- **Learn aggressive footwork** ①
- **Condition for the season**
- **Pass, kick, and boot it out of here**

Call Kick It Camp at 555-3093 for more information

With the text still highlighted:

① **Click** the **font style** box arrow

② **Click** "Arial Unicode MS"

Page Layout   References   Mailings   Review   View   Add-Ins

Rockwell   ▾ 16 ▾   A⁺ A˅

Theme Fonts
Rockwell   ①   (Headings)
Rockwell   (Body)

Recently Used Fonts
T Arial Unicode MS
T Comic Sans MS
T **Aharoni**   ②   אבגד הוז
T Batik Regular
T Calibri

the Kick it Arena.

Learning Objective:

The student will be able to format **Heading 2** [AABBC Heading 2]

The student will be able to **Center** [≡]

The student will be able to change **Font Size** [11 ▾]

---

① **Highlight** the last line (signature line)

② **Click** "**Heading 2**"

③ **Click** the "**Center**" button

at the Kick it Arena.

- Learn aggressive footwork
- Condition for the season
- Pass, kick, and boot it out of here

Call Kick It Camp at 555-3693 for more information

With the signature line still highlighted

① **Click** the **Font Size** box arrow

② **Click** "20"

This is how it should look.

It's Soccer Time!

Are you interested in playing soccer? No matter what your skill level is, Kick It Camp is here for you. The camp is **August 5 and 6** at the Kick it Arena.

- Learn aggressive footwork
- Condition for the season
- Pass, kick, and boot it out of here

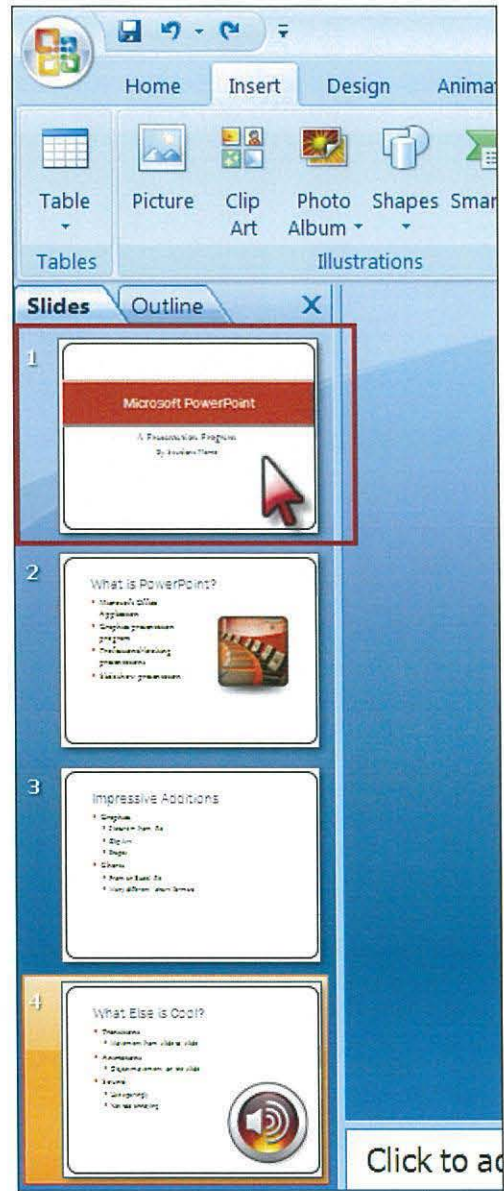## Call Kick It Camp at 555-3693 for more information

Learning Objective:

The student will be able to **save** to current location

- **Click** the quick "**Save**" button to save what you have done so far.

Learning Objective:

The student will be able to **Center** and resize an image

The student will be able to choose a **picture style** for an image

① **Click** the image

② **Click** the "**Center**" button

Click and **drag** the bottom right corner of the picture

This is how it should look

It's Soccer Time!

Are you interested in playing soccer? No matter what your skill level is, Kick It Camp is here for you. The camp is **August 5 and 6** at the Kick it Arena.

- Learn aggressive footwork
- Condition for the season
- Pass, kick, and boot it out of here

Call Kick It Camp at 555-3693 for more information

Make sure the picture is still selected

(1) **Click "Format"** under **"Picture Tools"**

(2) **Click** the "more" box arrow

Camp Flyer - Microsoft Word   Picture Tools

Mailings   Review   View   Add-Ins   Format

Picture Styles

Picture Sha

Picture Bo

Picture Eff

More
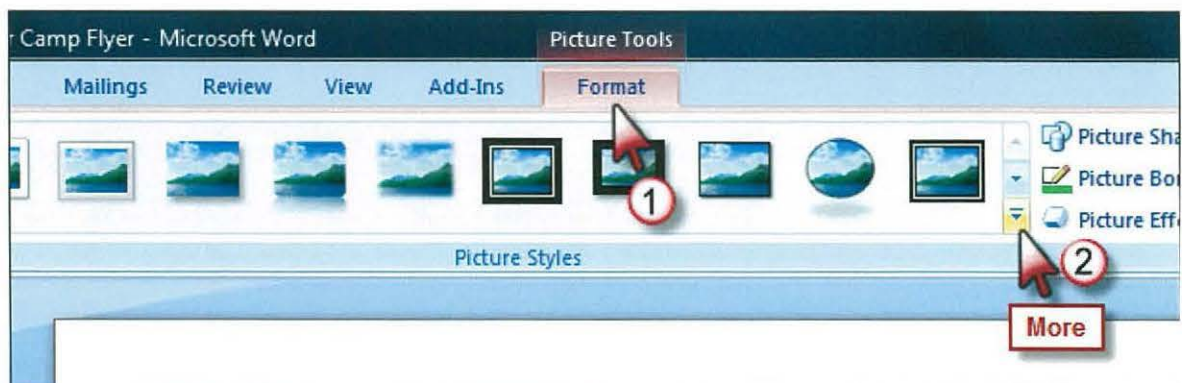
- **Click** the
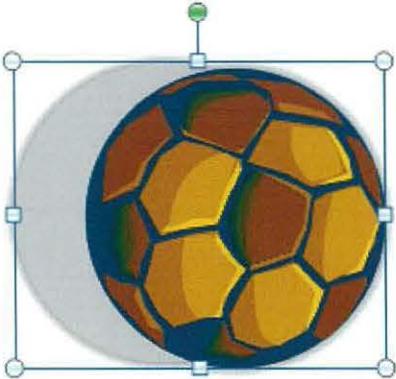
"**Center Shadow Rectangle**" picture style (2nd column, 2nd row)
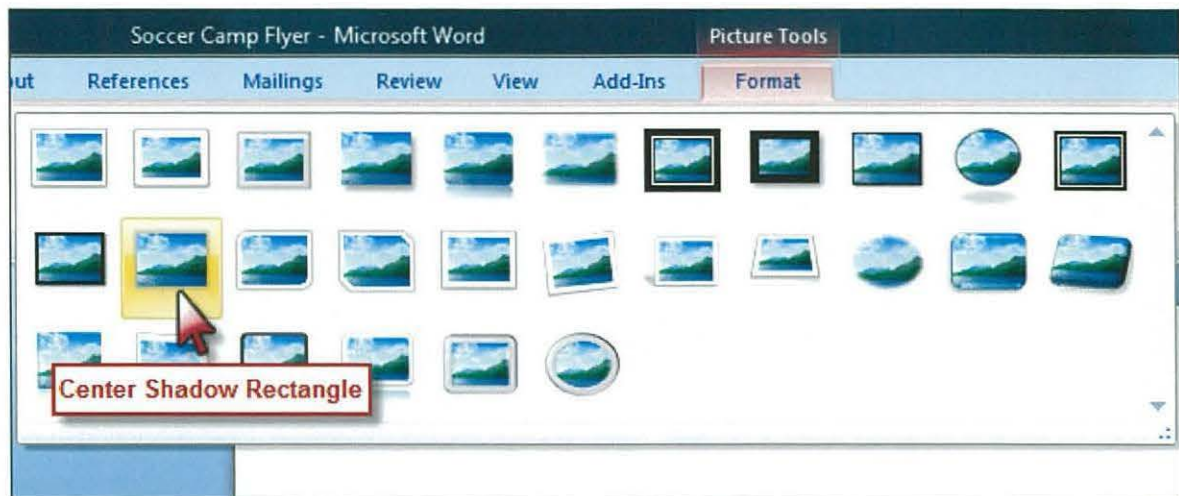
Soccer Camp Flyer - Microsoft Word | Picture Tools

References   Mailings   Review   View   Add-Ins   Format

Center Shadow Rectangle

This is how it should look.

It's Soccer Time!

Are you interested in playing soccer? No matter what your skill level is, Kick It Camp is here for you. The camp is **August 5 and 6** at the Kick it Arena.

- Learn aggressive footwork
- Condition for the season
- Pass, kick, and boot it out of here

Call Kick It Camp at 555-3693 for more information

Learning Objective:

The student will be able to insert a **page border**

---

1 **Click**
"Page Layout"

2 **Click** the
"**Page Borders**"
button

---
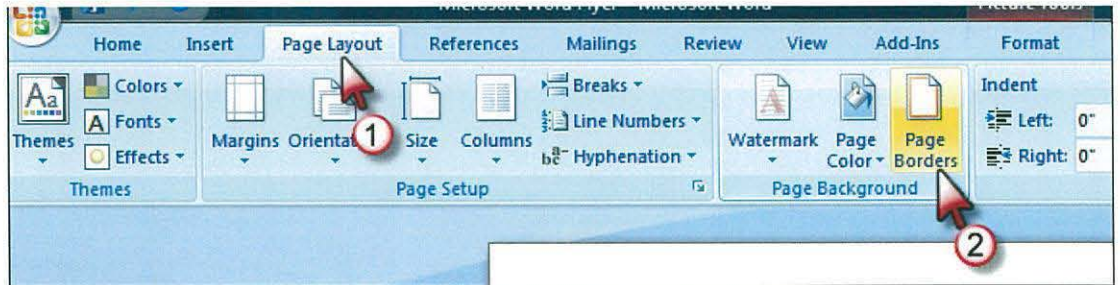
1 **Click**
"**Art**:" box arrow

2 **Click** the
outlined person
picture
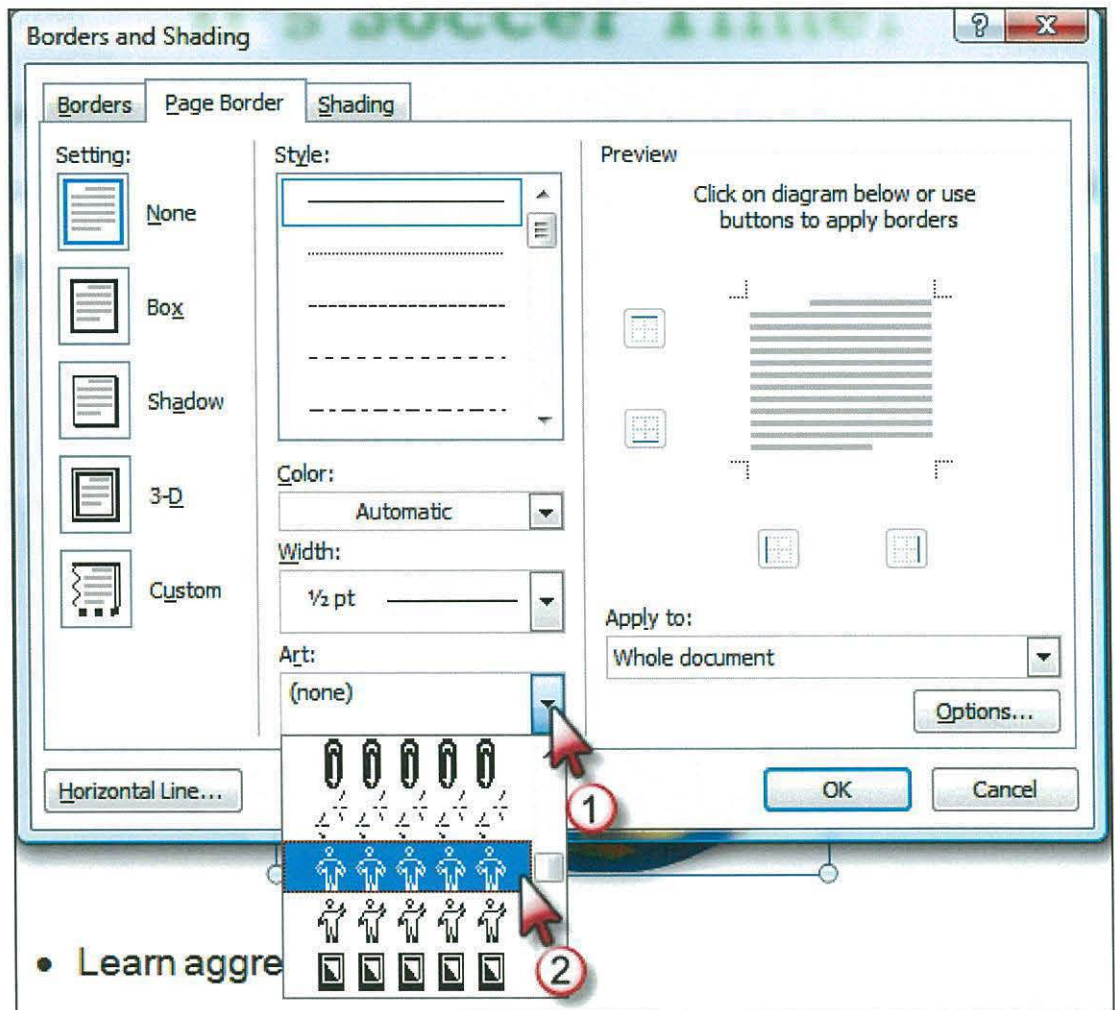
① **Click** "**Color**:" box arrow

② **Click** "Light Green"

③ **Click** "OK"

Borders and Shading

Borders | Page Border | Shading

Setting:

None

Box

Shadow

3-D

Custom

Style:

Color:
Automatic

Automatic

Theme Colors

Standard Colors

Light Green

More Col...

Preview

Click on diagram below or use buttons to apply borders

Apply to:
Whole document

Options...

Horizontal Line...

OK | Cancel

• Learn aggressive footwork

This is what it should look like when you are finished!

It's Soccer Time!

Are you interested in playing soccer? No matter what your skill level is, Kick It Camp is here for you. The camp is **August 5 and 6** at the Kick it Arena.

- Learn aggressive footwork
- Condition for the season
- Pass, kick, and boot it out of here

Call Kick It Camp at 555-3693 for more information

- **Click** the quick "**Save**" button to save one last time.

Flyer Labeling Test

Instructions: Label the following on the flyer:
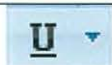
Heading 1	*AaBbC* Heading 1	Heading 2	*AaBbCc* Heading 2
Clip Art	Clip Art	Page Border	Page Borders
Underline	U ▾	Bullets	▤ ▾
Bold	B	Center	≡

Renton River Days

*Come celebrate the wonderful community of Renton! This week-long festivity is a chance for <u>family and friends</u> to gather for many fun activities. From crafts, theater entertainment, to a fun run this week is sure to be a **blast**!*

- *Third week in July*
- *Liberty and Cedar River Park*
- *Sponsored by IKEA*

Come join the fun!

- Heading 1
- Style Set – Fancy
- Style Color – Flow
- Style Font – Concourse

Center
Size – 28

Renton River Days

Size
16

*Come celebrate the wonderful community of Renton! This week-long festivity is a chance for <u>family and friends</u> to gather for many fun activities. From crafts, theater entertainment, to a fun run this week is sure to be a **blast**!*

Underline

Bold

Clip Art:
- Search for – Community
- Center
- Picture Style – Simple
        Frame, White

- *Third week in July*
- *Liberty and Cedar River Park*
- *Sponsored by IKEA*

- Bullets
- Size – 16

- Heading 2
- Center
- Size – 24

Come join the fun!
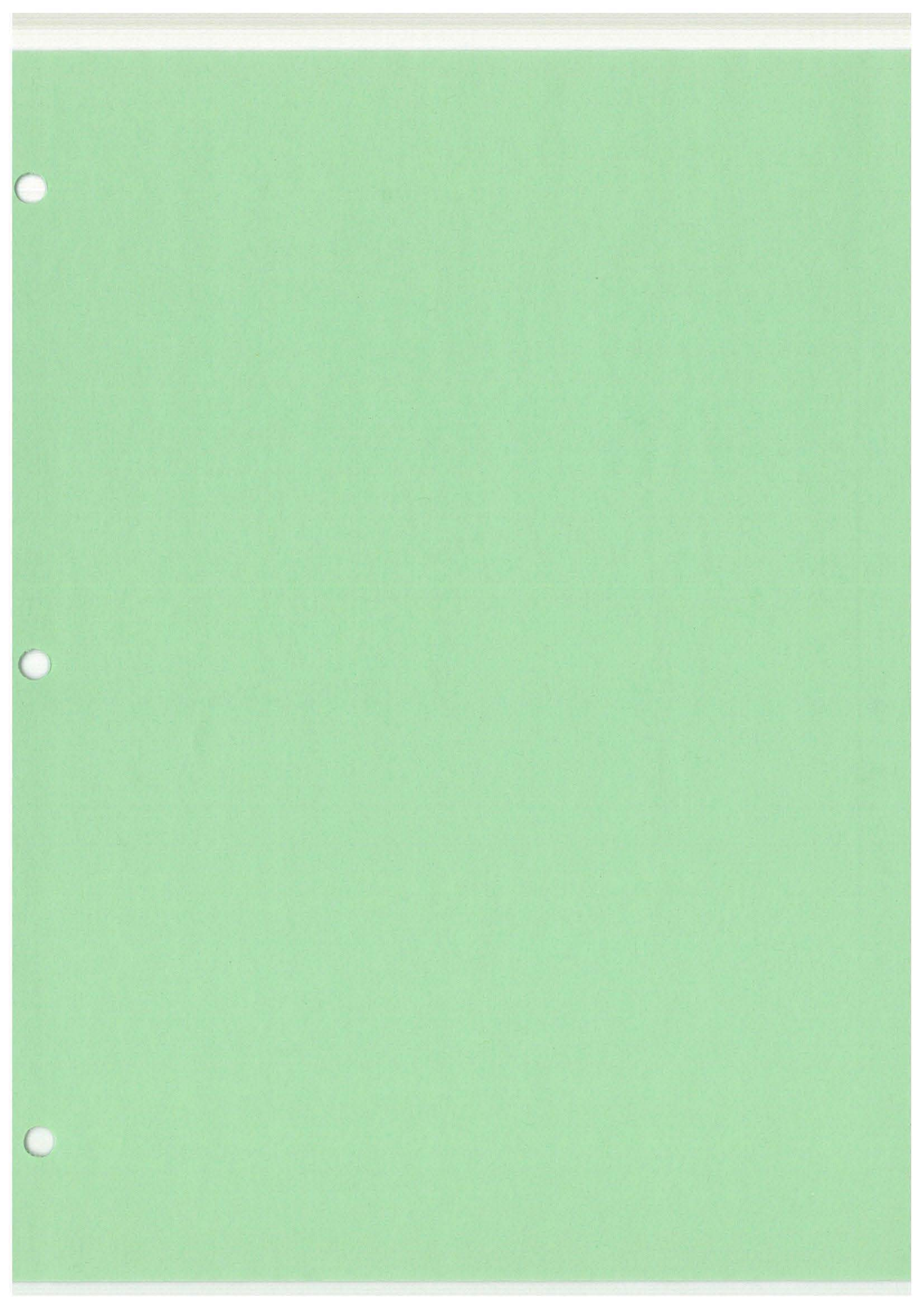
Microsoft PowerPoint
Creating a Presentation

Learning Objectives:

You will have mastered the tasks in this unit when you can perform the following:

- Open PowerPoint
- Save a presentation
- Save to current location
- Select a presentation theme
- Create a title slide
- Create a title and content slide layout
- Create a title and 2 content slide layout
- Use single- and multi-level bulleted lists

- Change font size
- Insert clip art
- Move clip art
- Resize clip art
- Select slide transitions
- Apply custom animations
- Comply by the 7 x 7 rule
- View a presentation in slide show view

Microsoft PowerPoint

A Presentation Program

By Student Name

①

What is PowerPoint?

- Microsoft Office Application
- Graphics presentation program
- Professional-looking presentations
- Slide show presentation

②

Impressive Additions

- Graphics
  - Picture – from file
  - Clip Art
  - Shapes
- Charts
  - From an Excel file
  - Many different chart formats

③

What Else is Cool?

- Transitions
  - Movement from slide to slide
- Animations
  - Object movement on the slide
- Sound
 - Use sparingly
  - Not too annoying

④

Directions:

Follow the bulleted instructions and look at the corresponding pictures to create the About Microsoft PowerPoint presentation.

Note: The 7 x 7 rule is used on each slide: a maximum of 7 words per line and a maximum of 7 lines per slide.
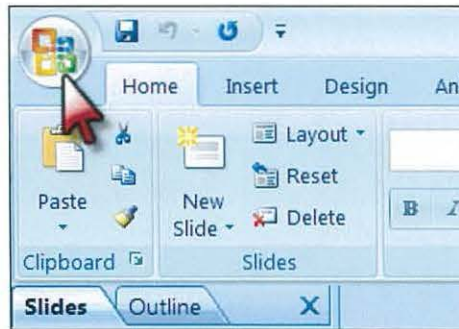
Learning Objective:

The student will be able to **open** and **save as** a PowerPoint 97-2003 presentation

---

● **Open** PowerPoint

● **Click** the **"Office Button"**

● Hover over **"Save As"**

● **Click** "PowerPoint 97-2003 Presentation"

- Navigate to your "W: Drive"

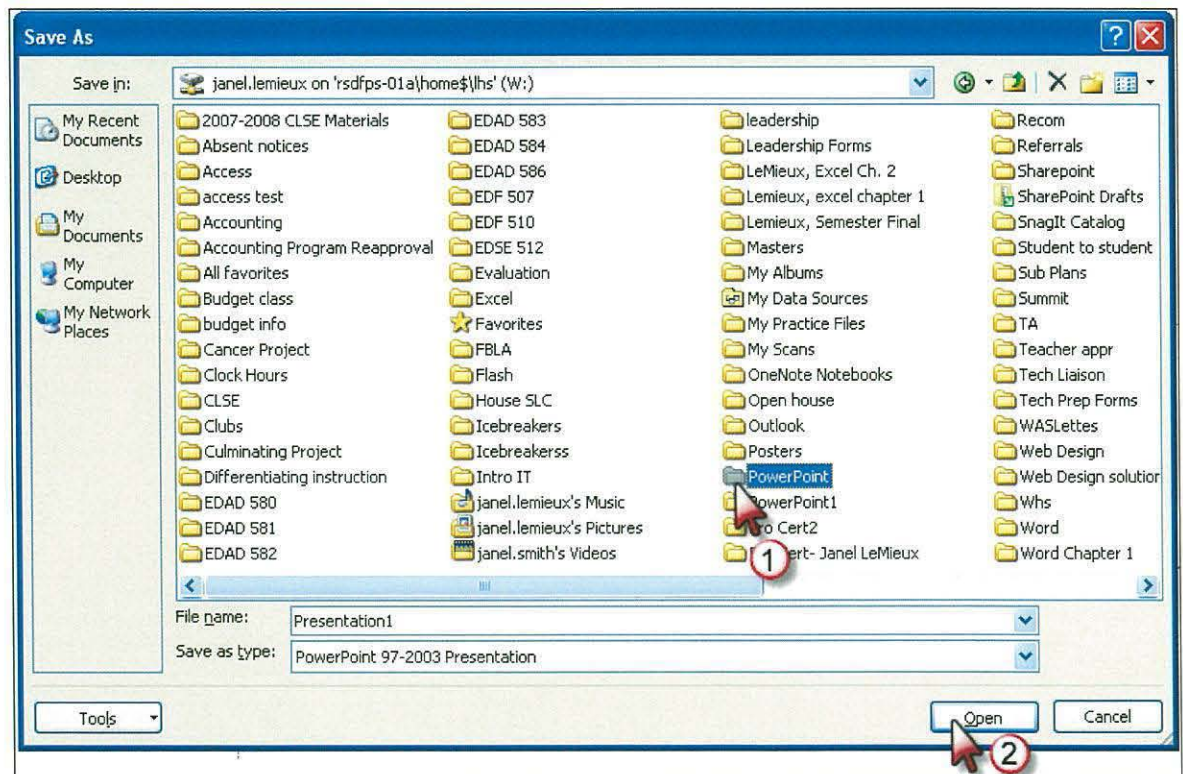**①** **Click** the "My Documents" **drop down arrow**

② **Click** the **W: drive**

(the one with your login name)

- **Click** the **New Folder** button

① Type:
owerPoint

② **Click** "OK"

Save As

Save in: My Documents

My Recent Documents
Desktop
My Documents
My Computer
My Network Places

2007-2008 CLSE Materials
Absent notices
Access
access test
Accounting
Accounting Program Reapproval
All favorites
Budget class
budget info
Cancer Project
Clock Hours
CLSE
Clubs
Culminating Project
Differentiating instructio
EDAD 580
EDAD 581
EDAD 582

EDAD 583
EDAD 584
EDAD 586
EDF 507
EDF 510
EDSE 512
Evaluation
Excel
Favorites
FBLA
Flash

LeMieux, Excel Ch. 2

Lemieux, excel chapter 1
Lemieux, Semester Final
Masters
My Albums
My Data Sources
My Music
My Pictures
My Practice Files
My Scans
My Videos
OneNote Notebooks

nel LeMieux
Recom

Referrals
Sharepoint
SharePoint Drafts
SnagIt Catalog
Student to student
Sub Plans
Summit
TA
Teacher appr
Tech Liaison
Tech Prep Forms
WASLettes
Web Design
Web Design solution
Whs
Word
Word Chapter 1
zapping pictures

New Folder

Name: PowerPoint ①

OK   Cancel ②

File name: Presentation1

Save as type: PowerPoint 97-2003 Presentation

Tools

Save   Cancel

---

① Type:
About PowerPoint

② **Click** "Save"
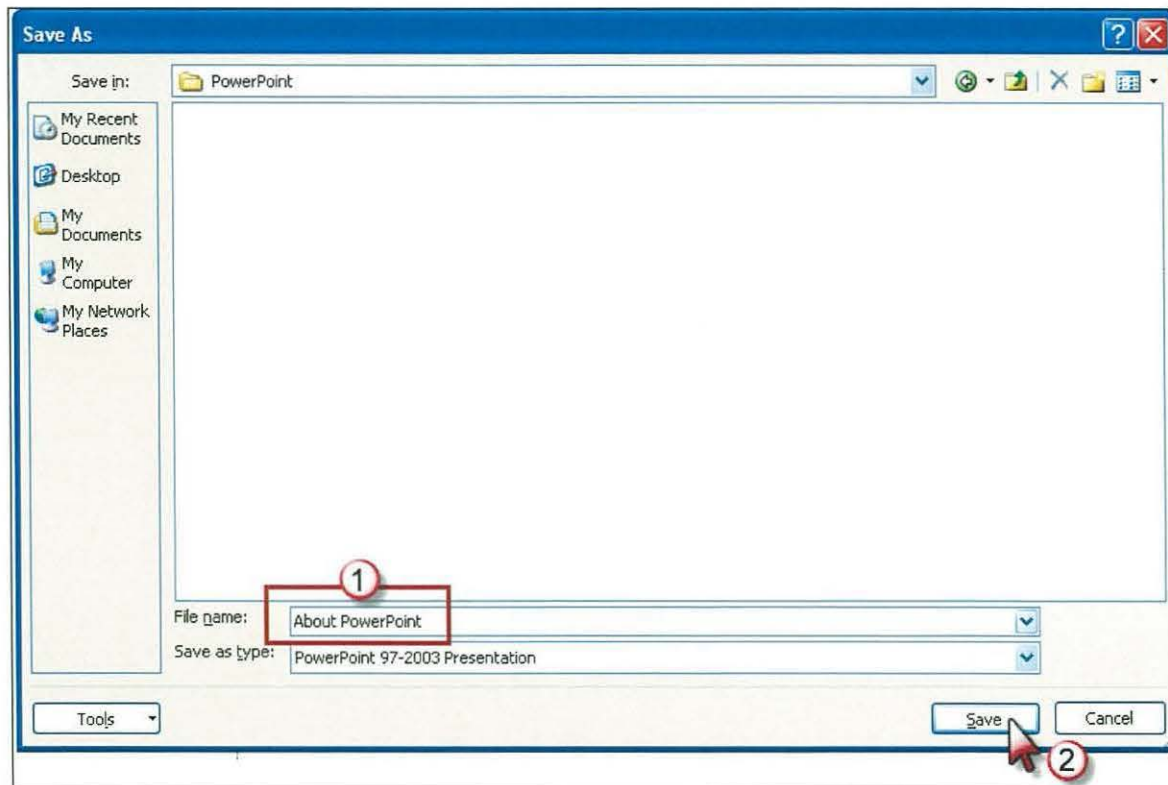
Save As

Save in: PowerPoint

My Recent Documents
Desktop
My Documents
My Computer
My Network Places

File name: ① About PowerPoint

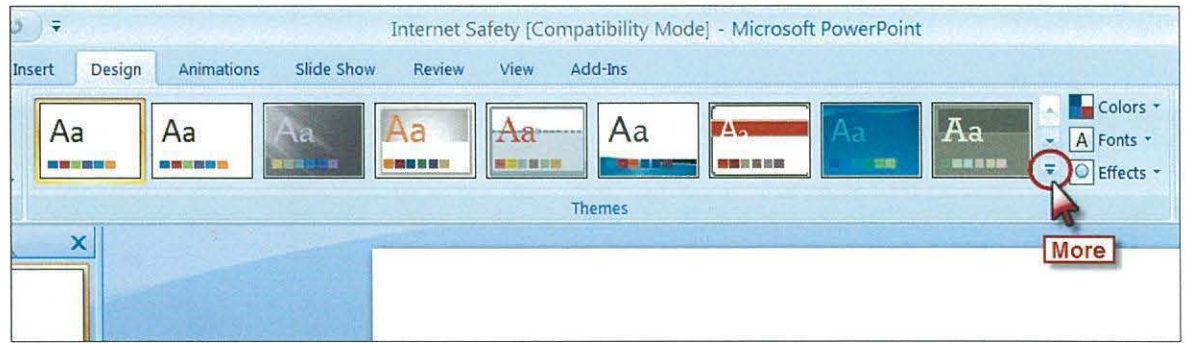Save as type: PowerPoint 97-2003 Presentation

Tools

Save ②   Cancel

The student will be able to apply a **theme** to a presentation

- **Click** "**Design**" on the Ribbon to display the Design tab
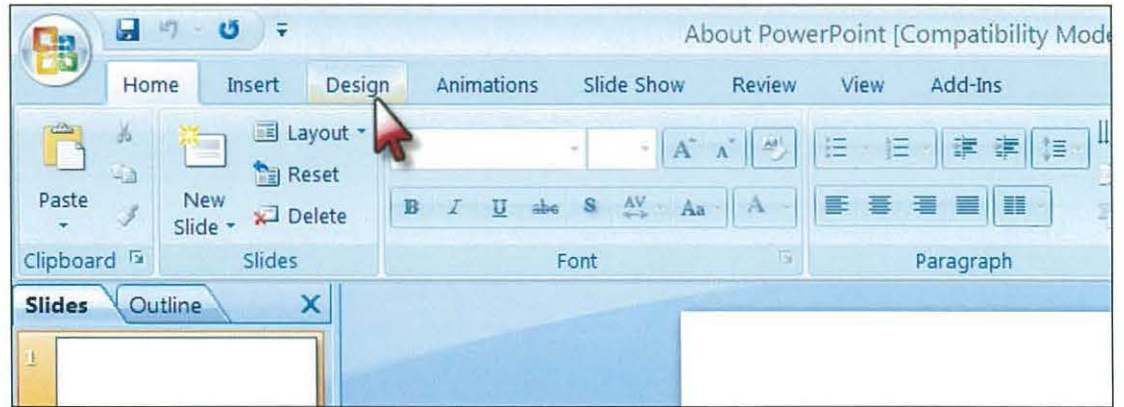
- **Click** the "Equity" **theme**
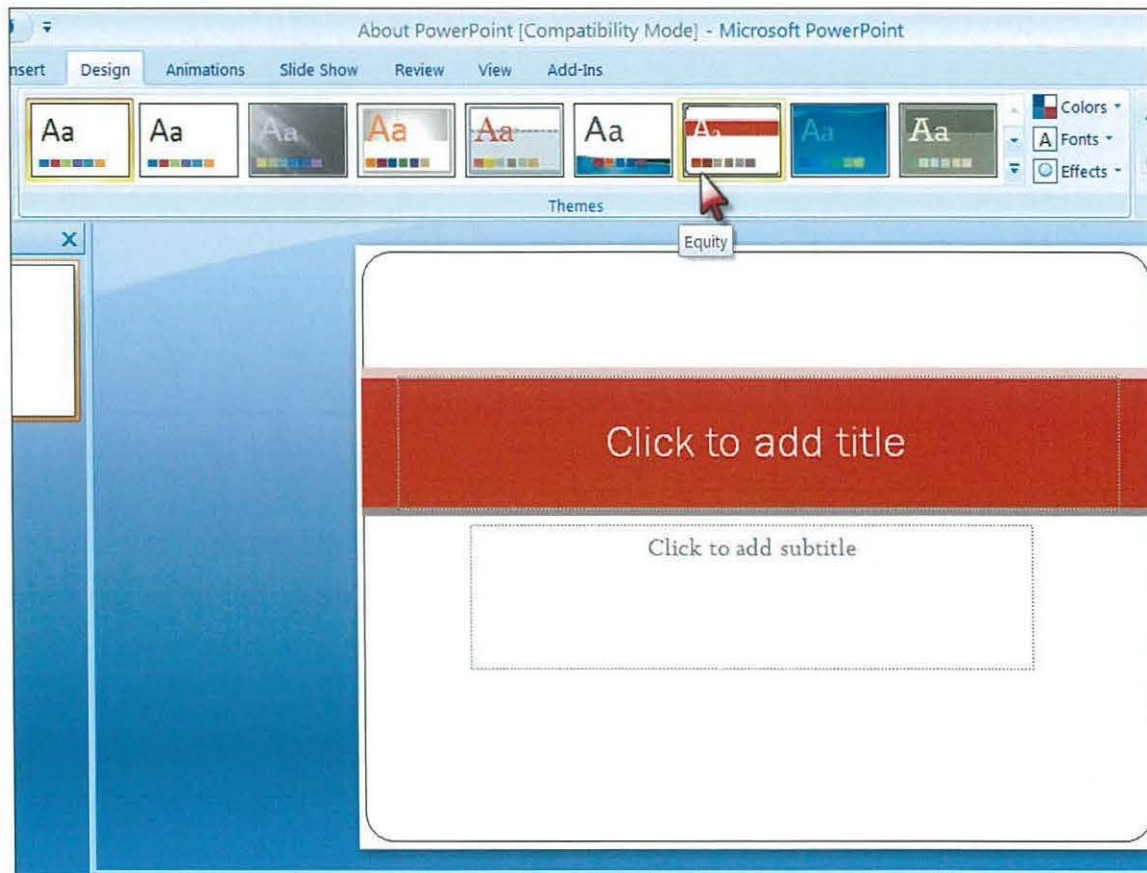
Learning Objective:

The student will be able to create a **title slide** and enter a **title** and **subtitle** to a slide

Title Slide

- **Click** the **title** text placeholder, "Click to add title"
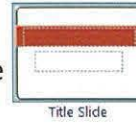
Click to add title

Click to add subtitle
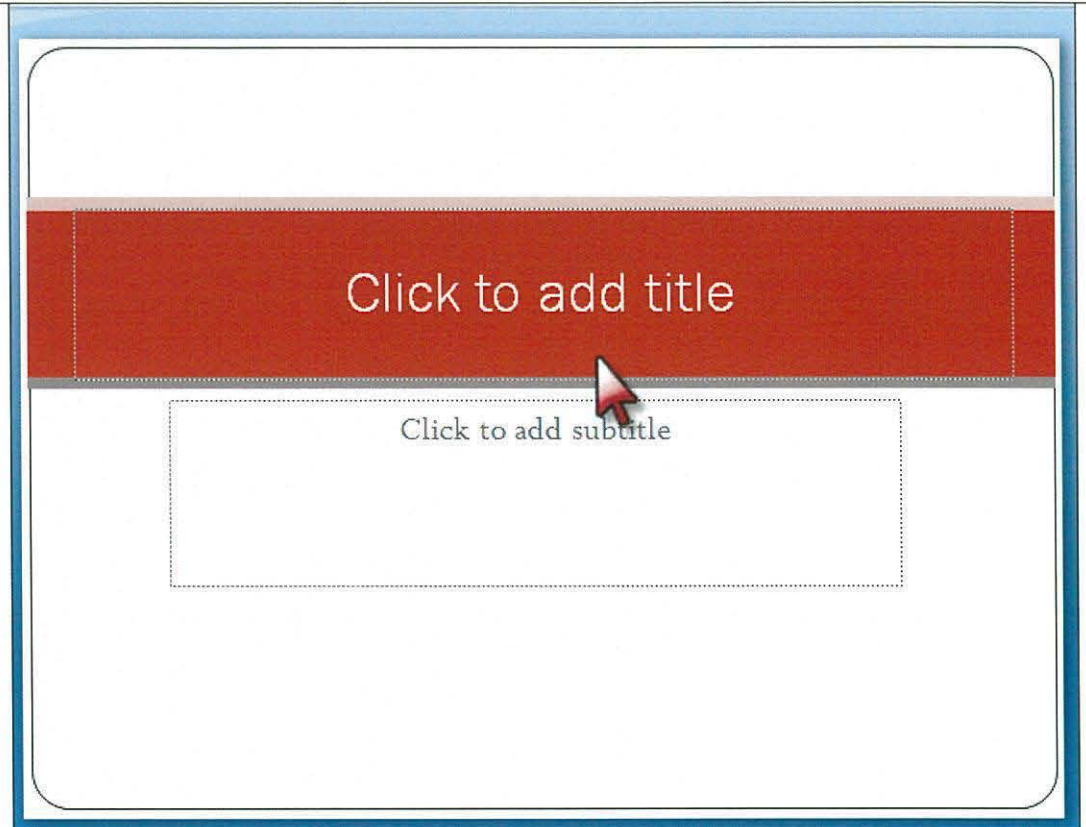
- Type:

Microsoft PowerPoint

Microsoft PowerPoint

Click to add subtitle
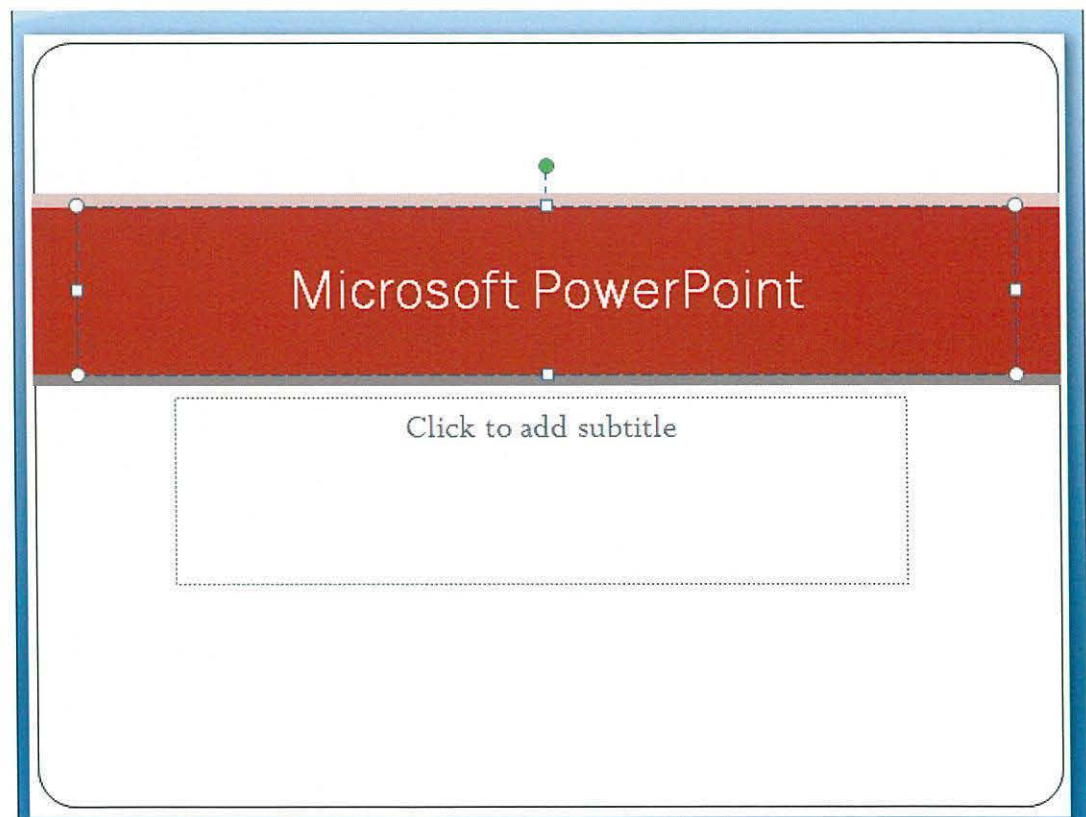
- **Click** the **subtitle** text placeholder "Click to add subtitle"
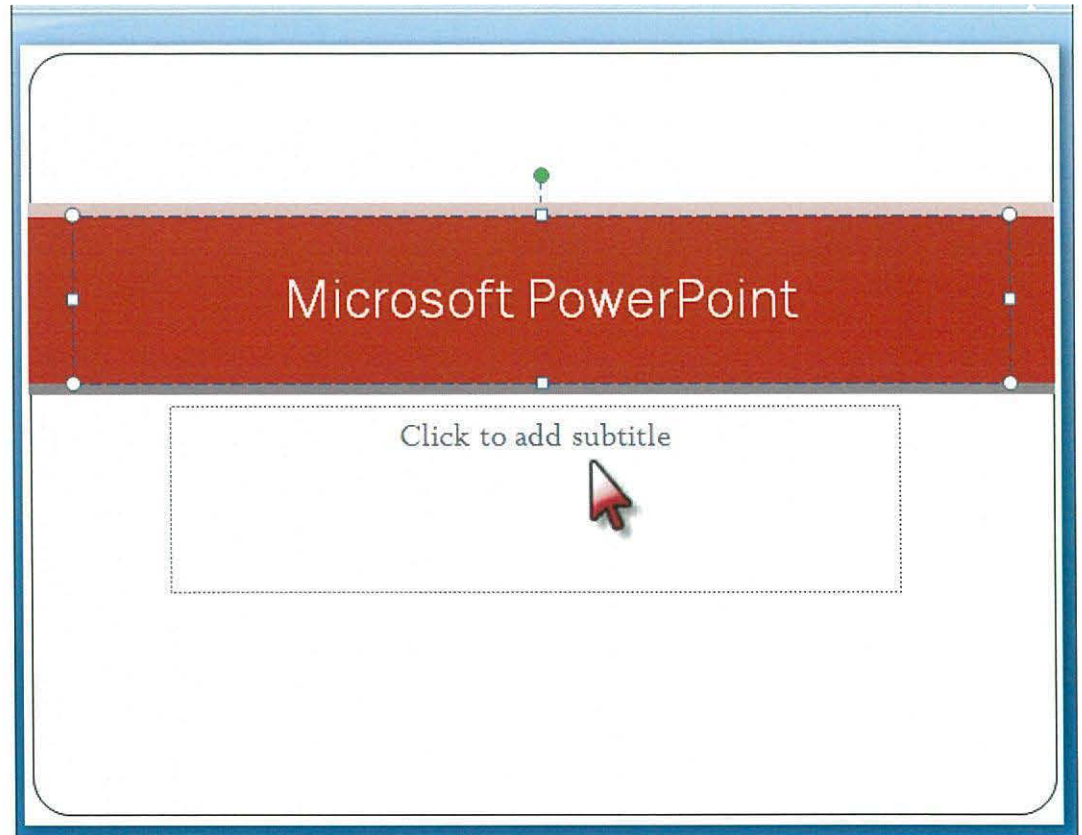
- Type:

A Presentation Program
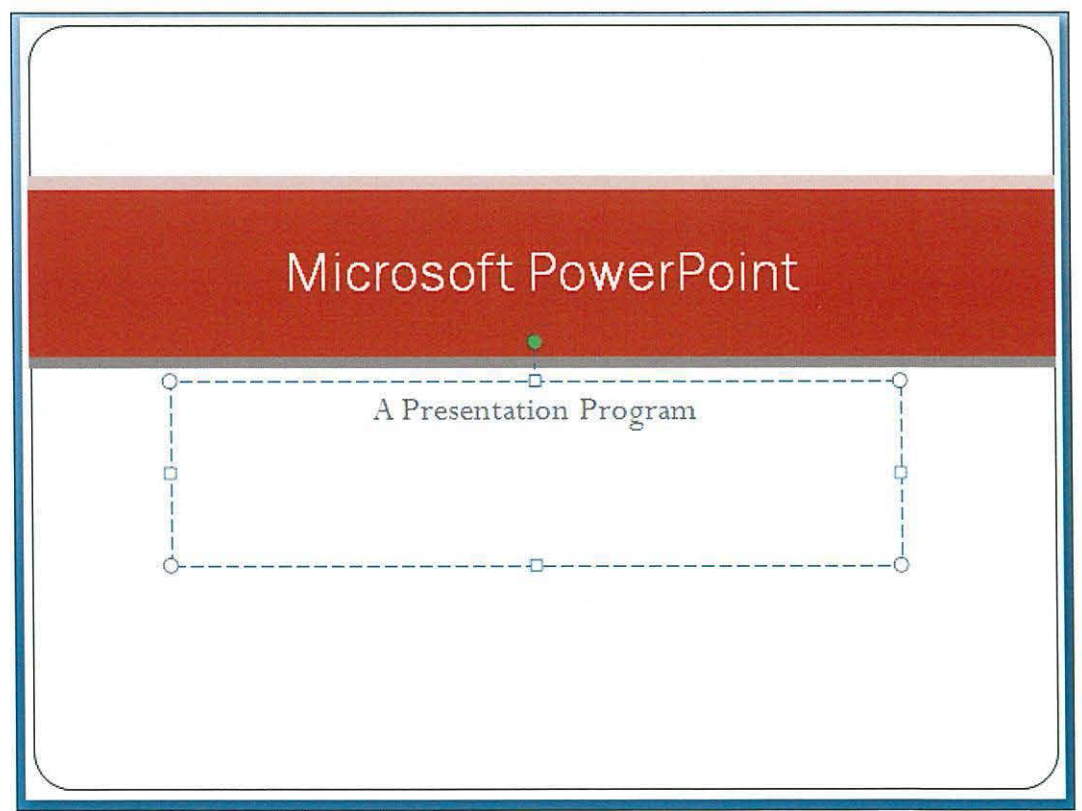
Press the **ENTER** key
on your keyboard to
move to the next line

Type:
**By Student Name
(type your name)**
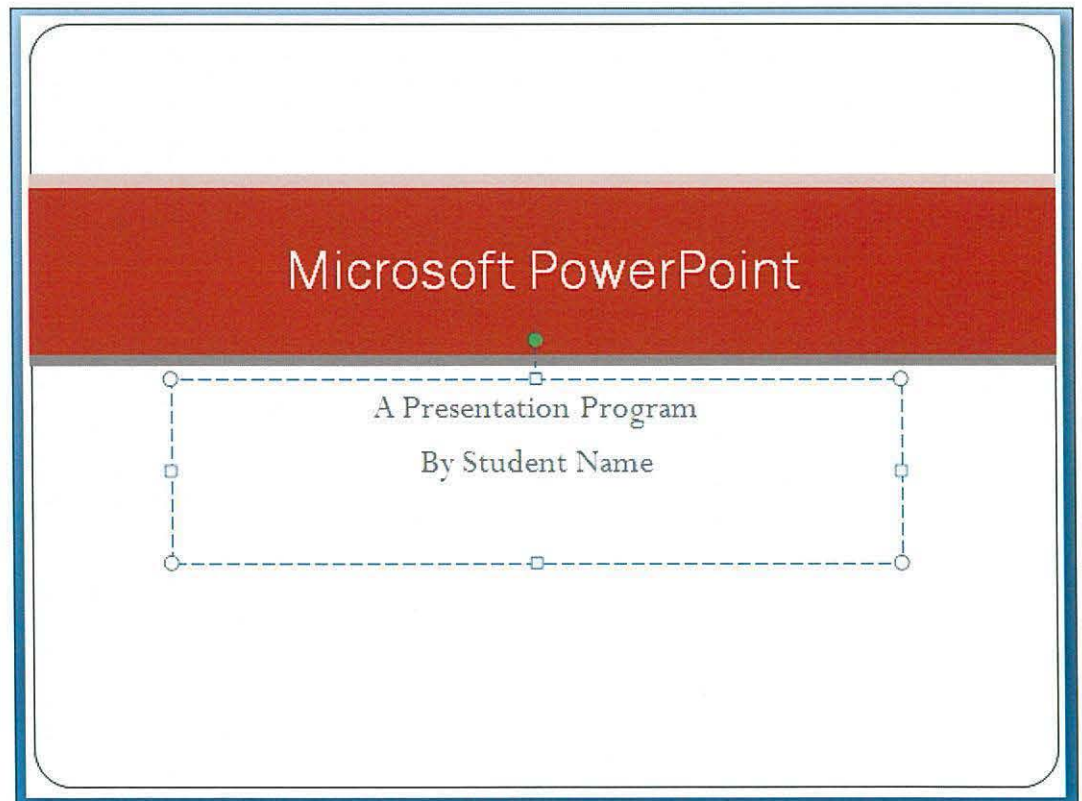
Learning Objective:

The student will be able to change **Font Size** [11 ▾]

● Highlight the subtitle

"A Presentation Program"
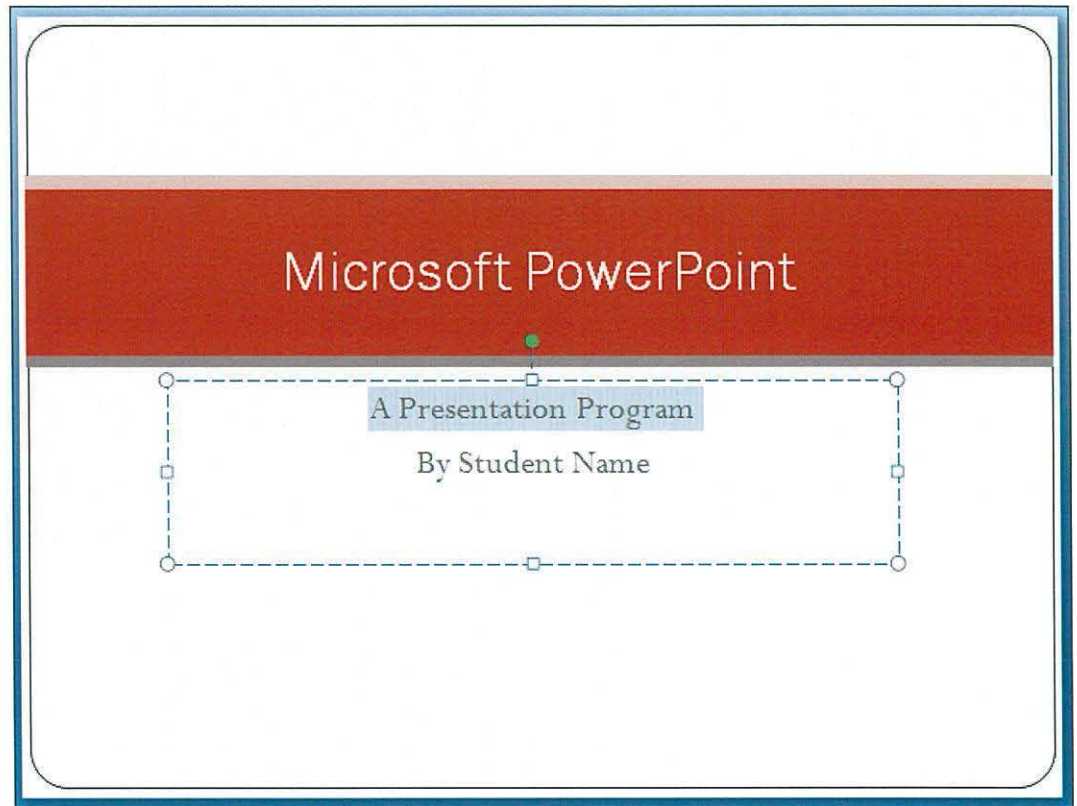
● **Click** "Home" on the Ribbon to display the Home tab
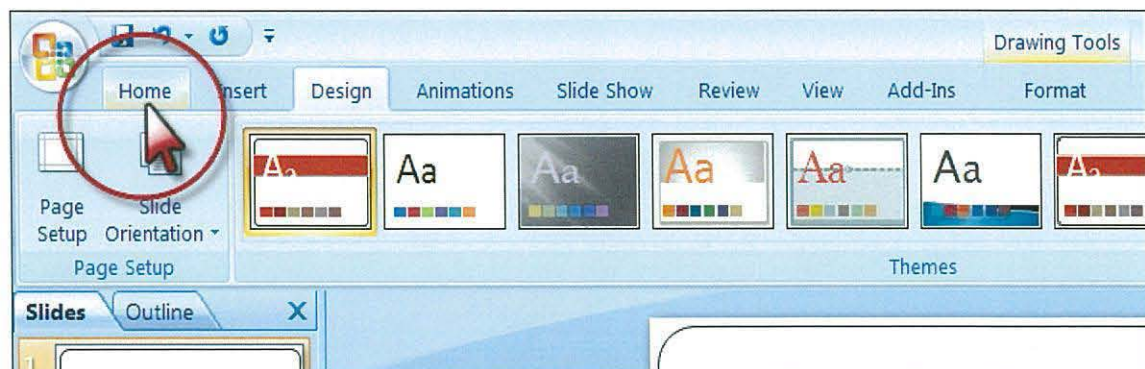
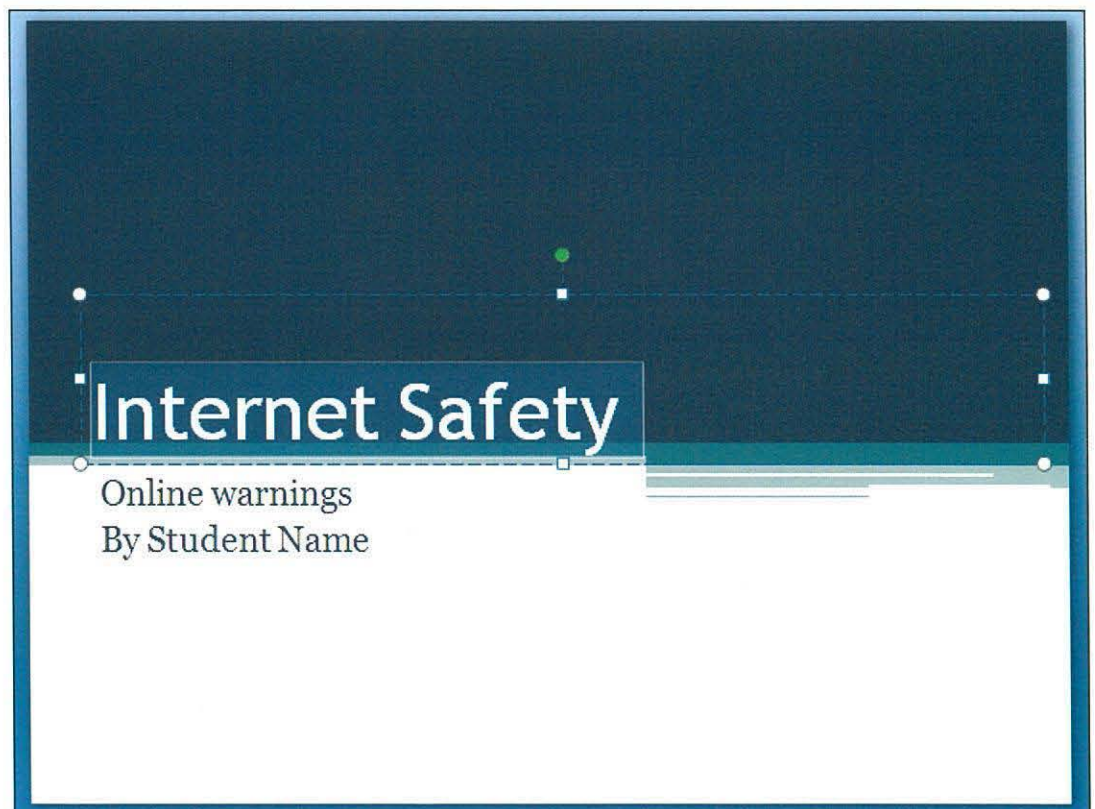- With the text still highlighted

① **Click** the

Font Size box arrow

② **Click** "32"
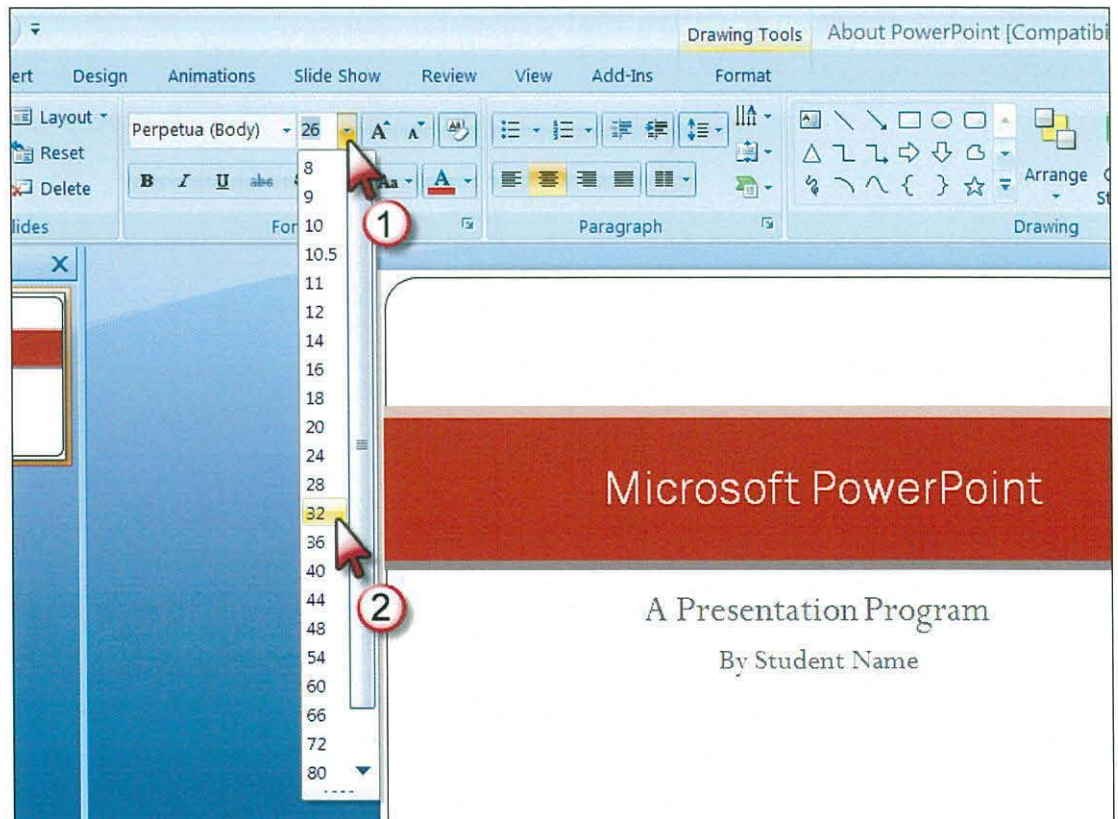
This is how Slide 1 should look
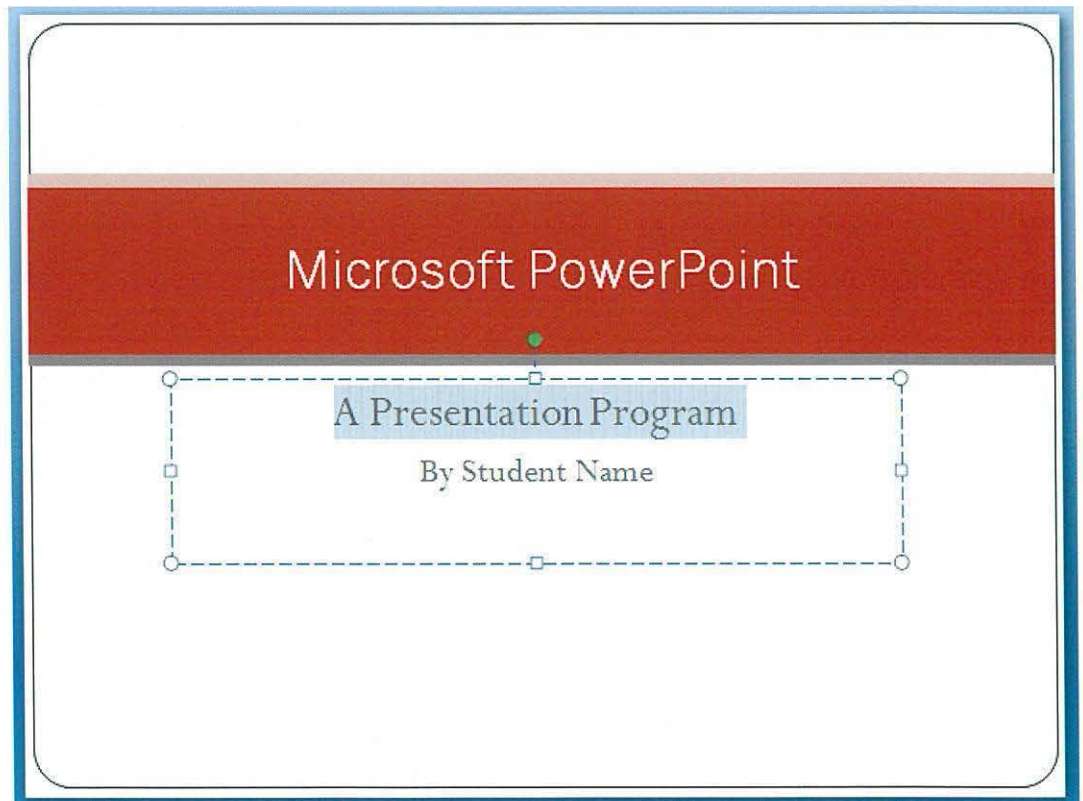
Learning Objective:

The student will be able to **save** to current location

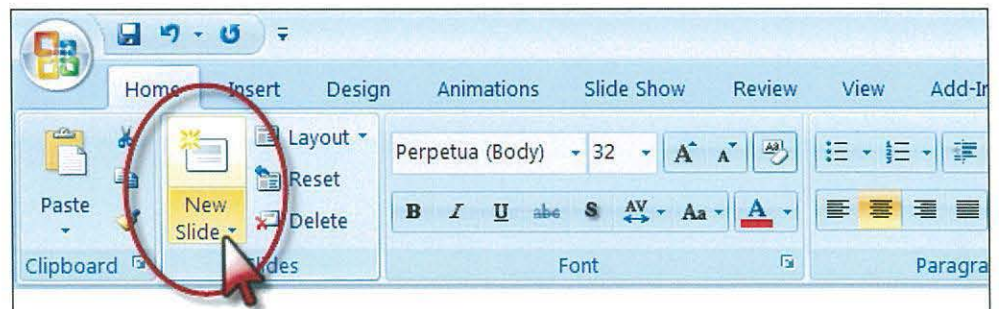- **Click** the quick "**Save**" button to save what you have done so far.

Learning Objective:

The student will be able to insert a **new slide**

The student will be able to create a slide with a **two content** layout

Two Content

- **Click** "New Slide"

New Slide ▾

- **Click** the layout
"**Two Content**"

Now there are 2 slides
in the presentation
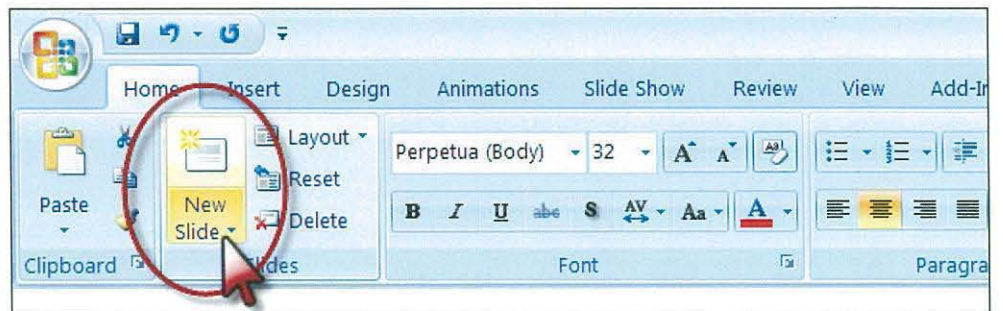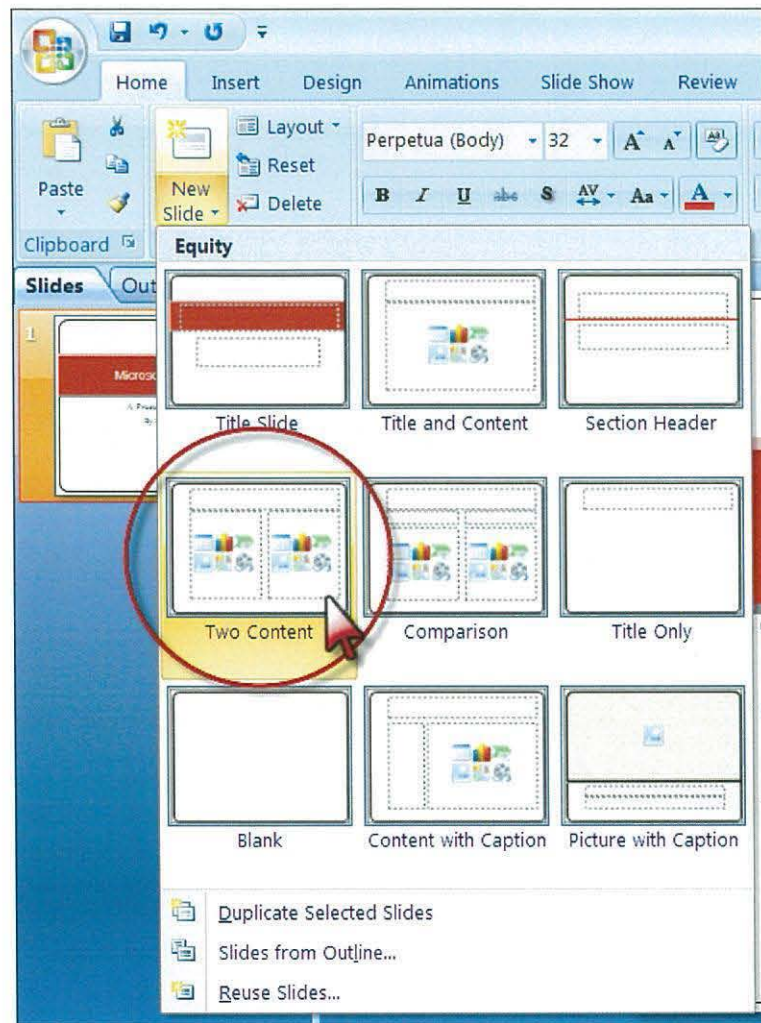
2 Slides

- **Click** the title placeholder

"Click to add title"
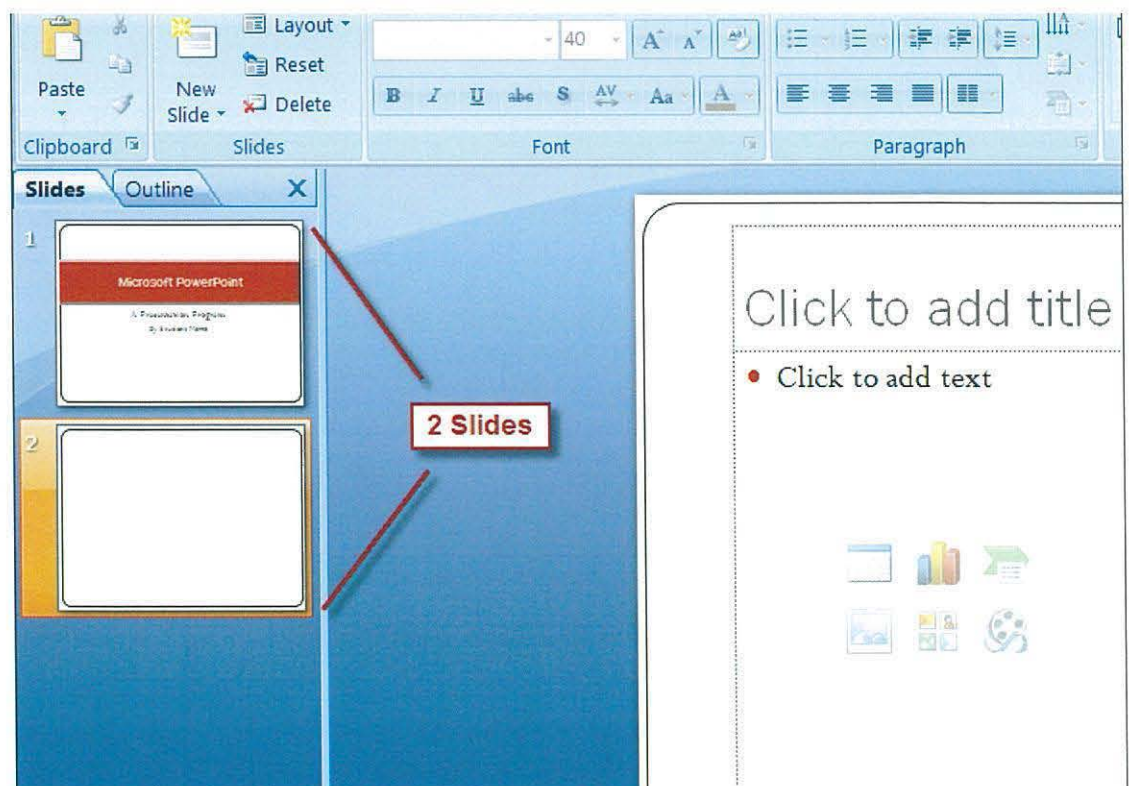
Click to add title

- Click to add text
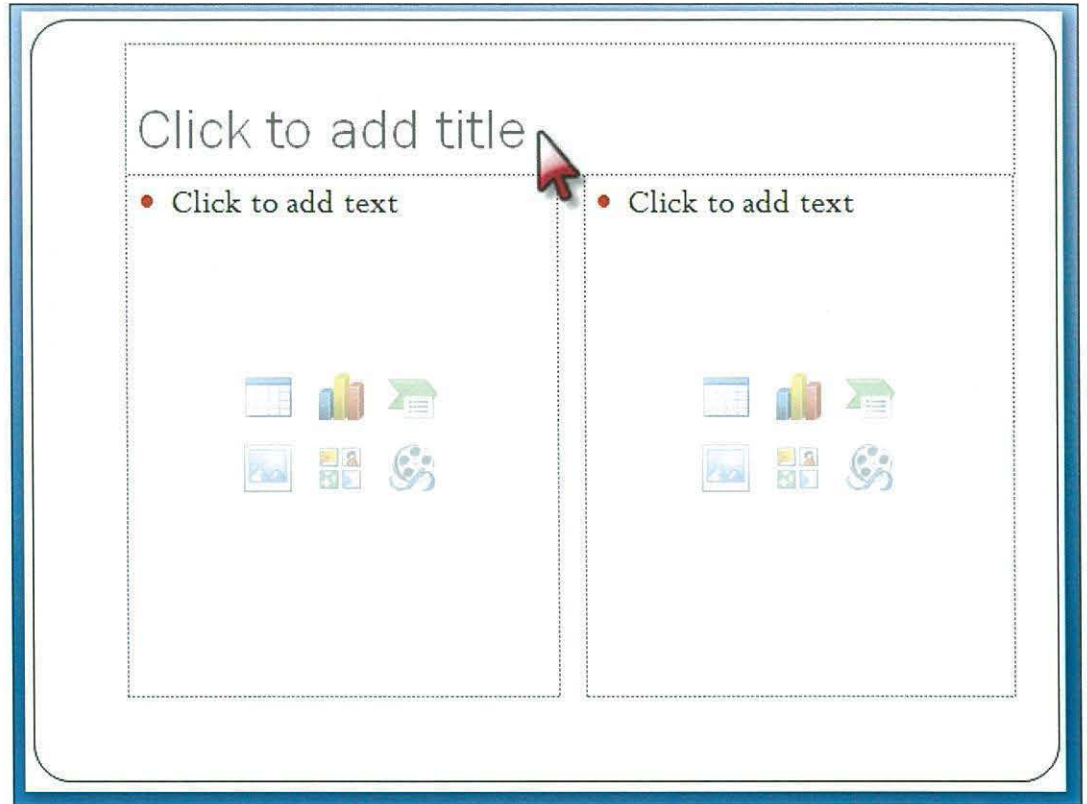
- Click to add text

- Type:

What is PowerPoint?

What is PowerPoint?

- Click to add text
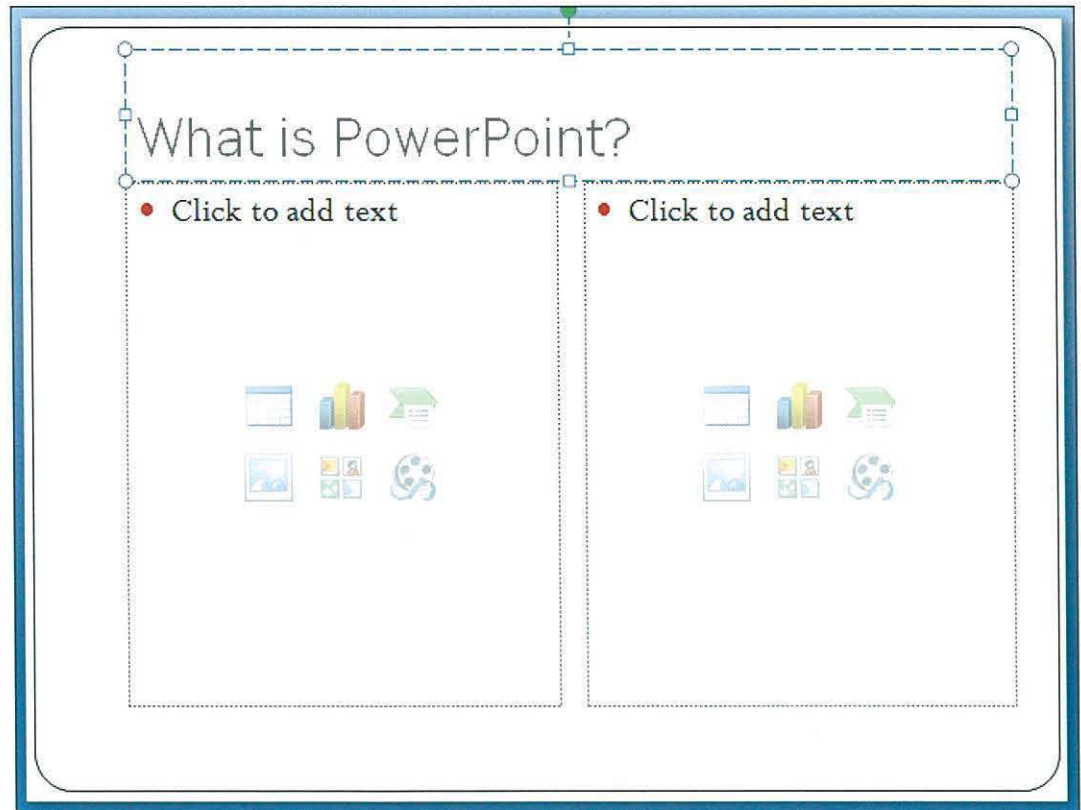
- Click to add text

- **Click** the text placeholder

"Click to add text"
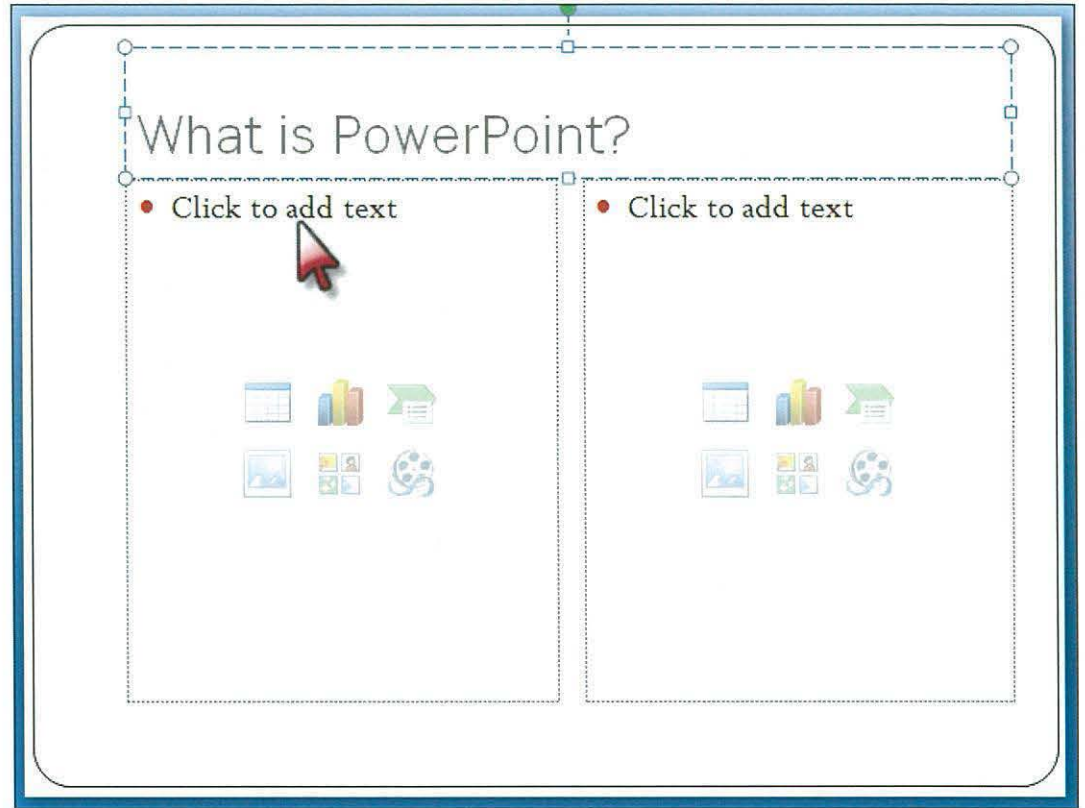
- Type:

Microsoft Office Application
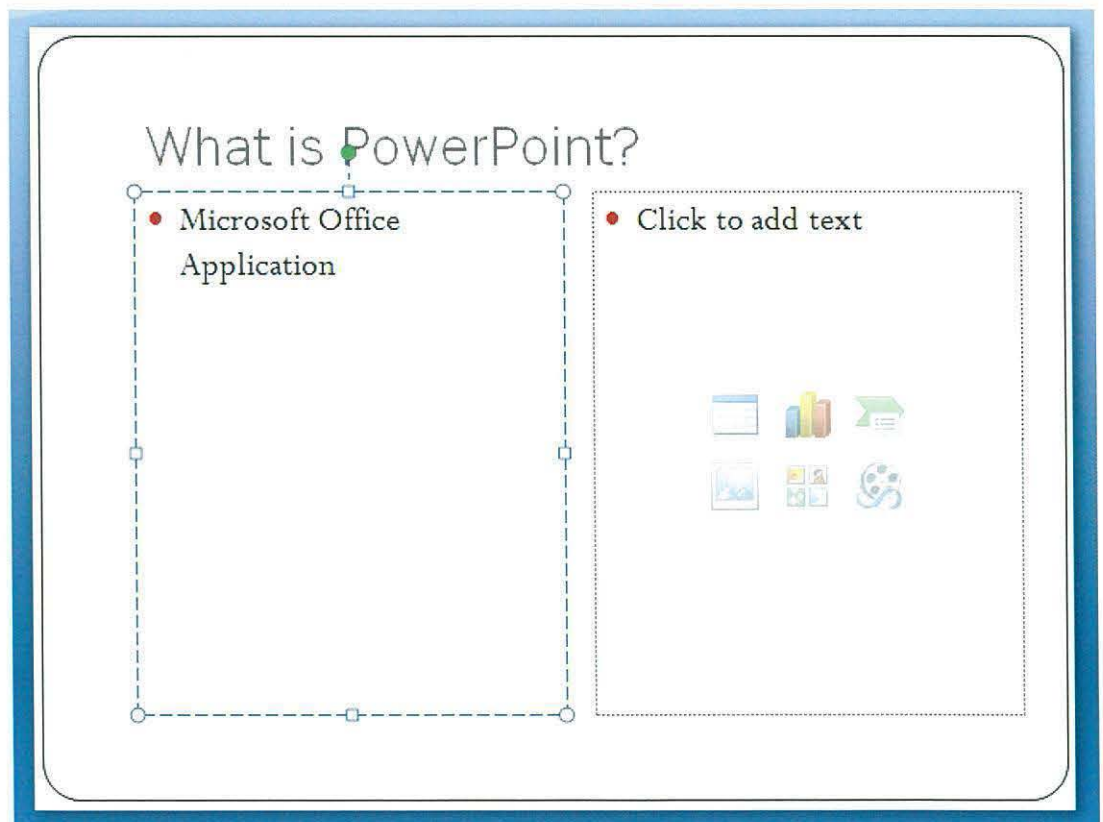
- Press the **ENTER** key on your keyboard to move to the next line

- Type:
  - **Graphics presentation program**
  - **Professional-looking presentations**
  - **Slide show presentation**

What is PowerPoint?

- Microsoft Office Application
- Graphics presentation program **Enter**
- Professional-looking presentations **Enter**
- Slide show presentation

- Click to add text

Learning Objective:

The student will be able to **save** to current location

- **Click** the quick "**Save**" button to save what you have done so far.

Learning Objective:

The student will be able to insert a **new slide** New Slide ▾

The student will be able to create a slide with a **title and content** layout Title and Content

---

● **Click** "New Slide"

New Slide ▾

● **Click** the layout

"Title and Content"

Now there are 3 slides in the presentation

Microsoft PowerPoint

What is PowerPoint?

3 Slides

Click to add titl

- Click to add text
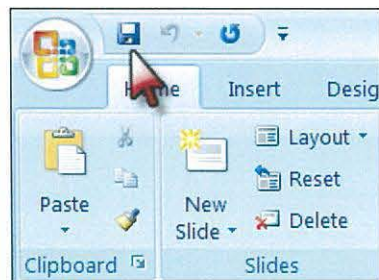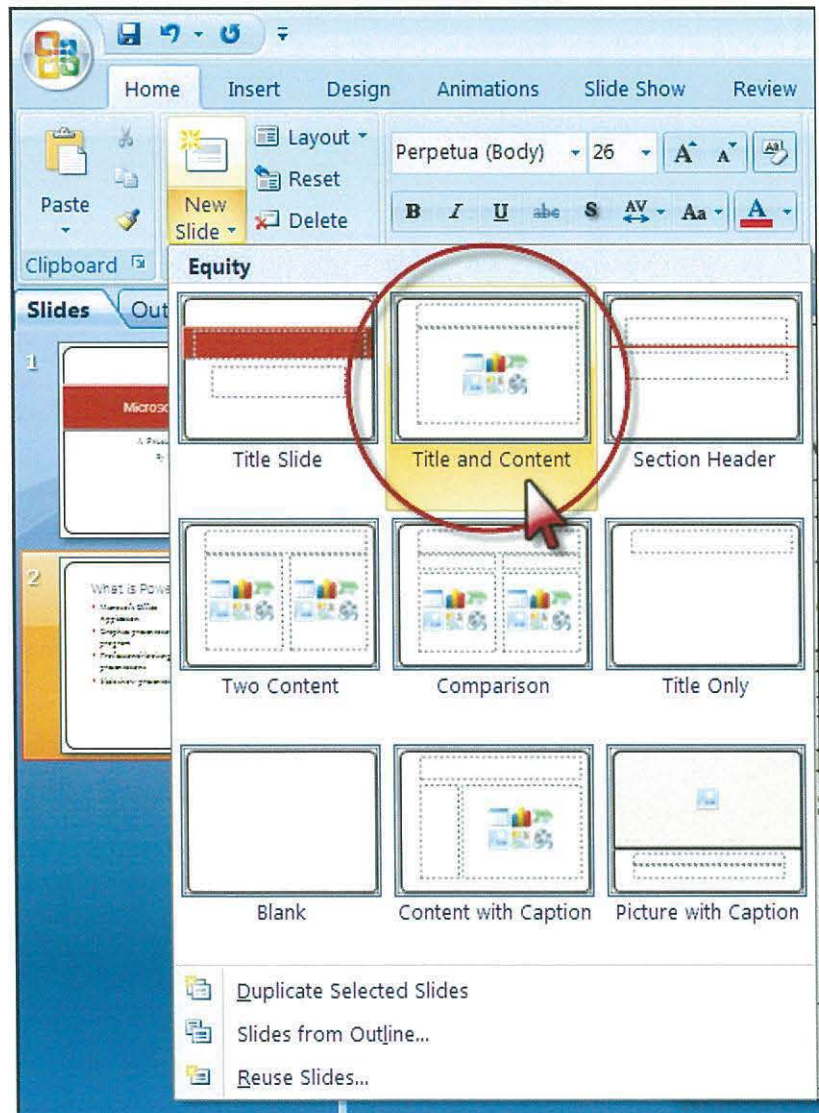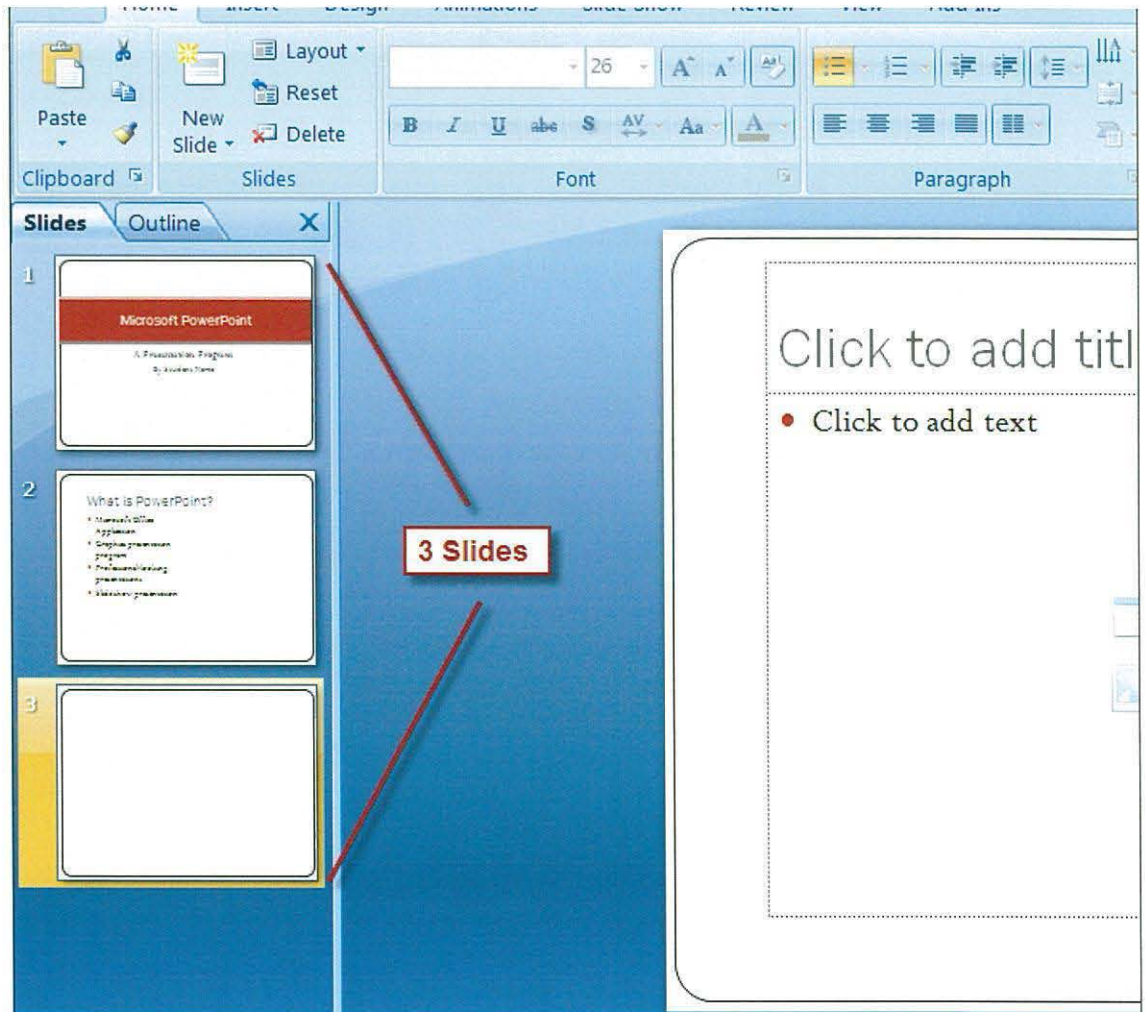
In the **title** placeholder,

- Type:

Impressive Additions

Impressive Additions

- Click to add text
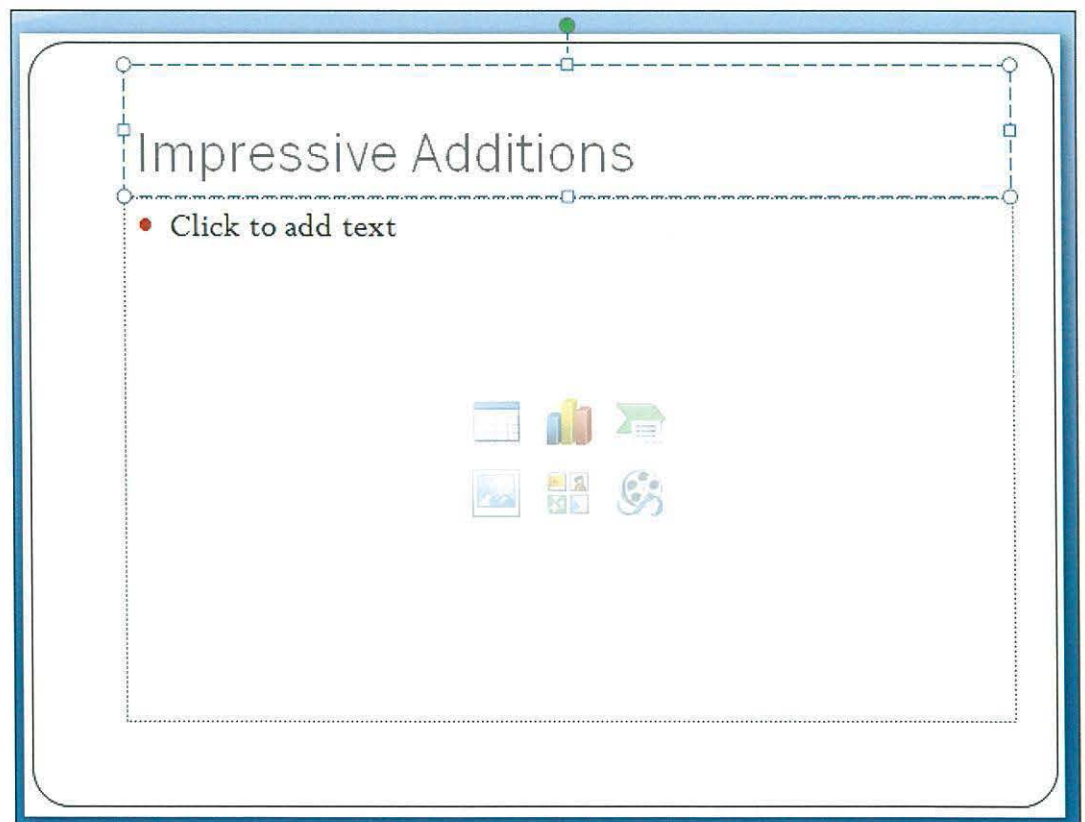
In the text placeholder,

- Type:
  - **Graphics**

- Press **Enter**
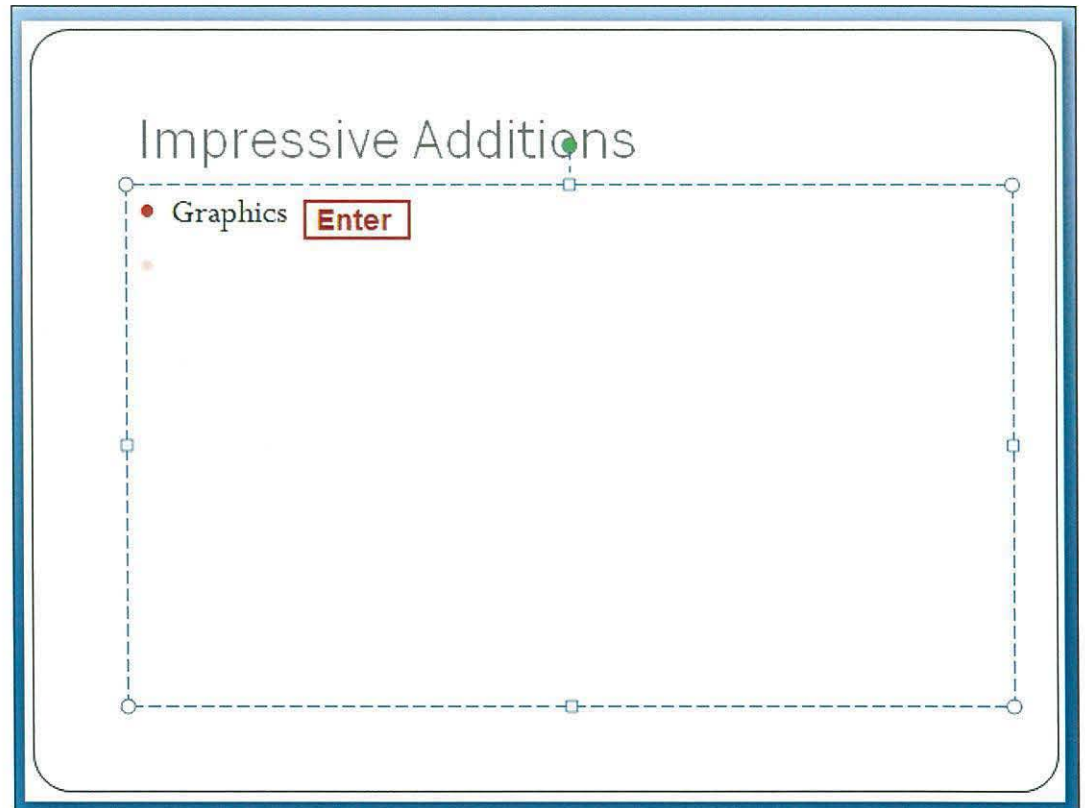
Impressive Additions

- Graphics **Enter**

Learning Objective:

The student will be able to **increase list level**

The student will be able to **decrease list level**

- **Click** the "**Increase List Level**" button
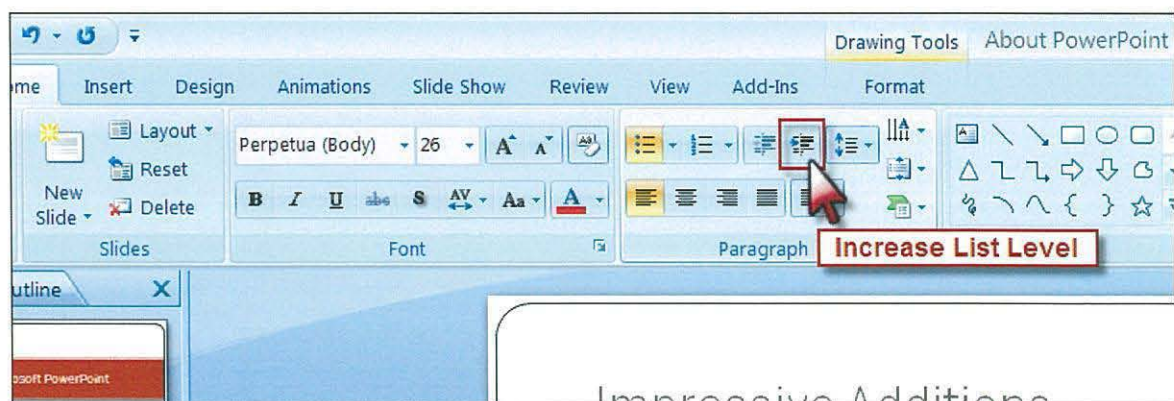
- Type:
  - **Picture-from file**
  - **Clip Art**
  - **Shapes**
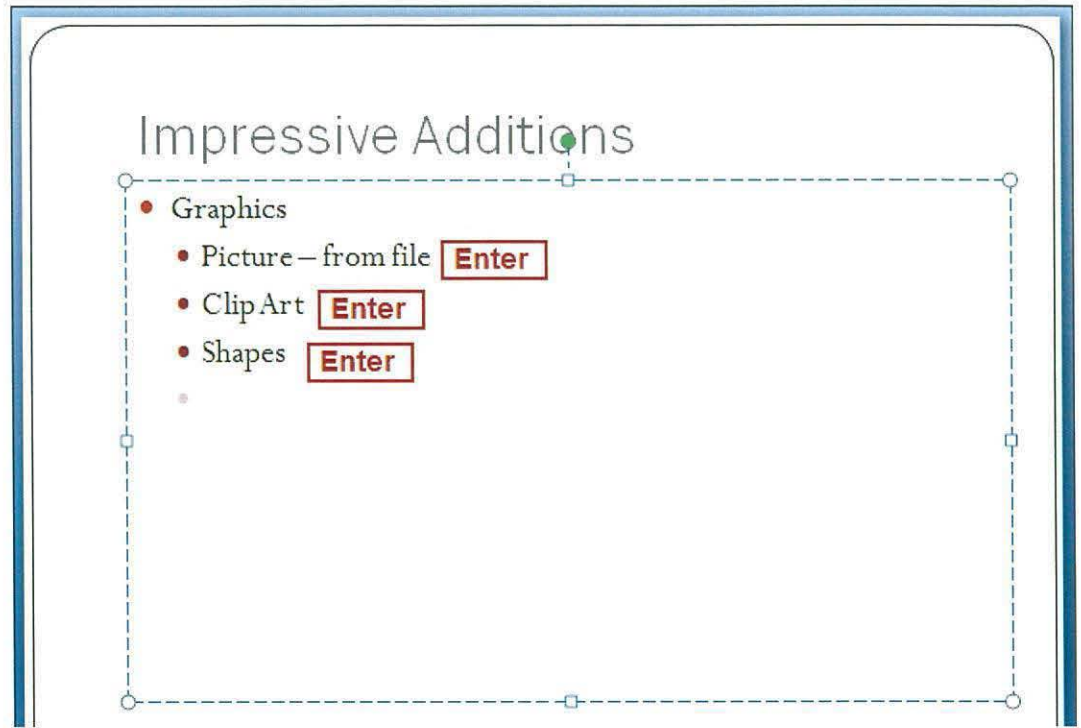
- **Click** the "**Decrease List Level**" button
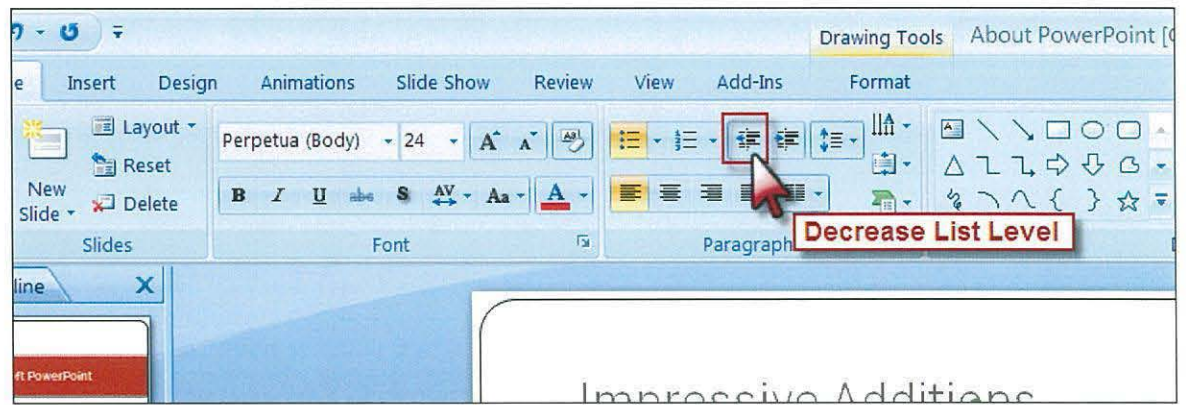
- Type:
  - **Charts**

- Press **Enter**
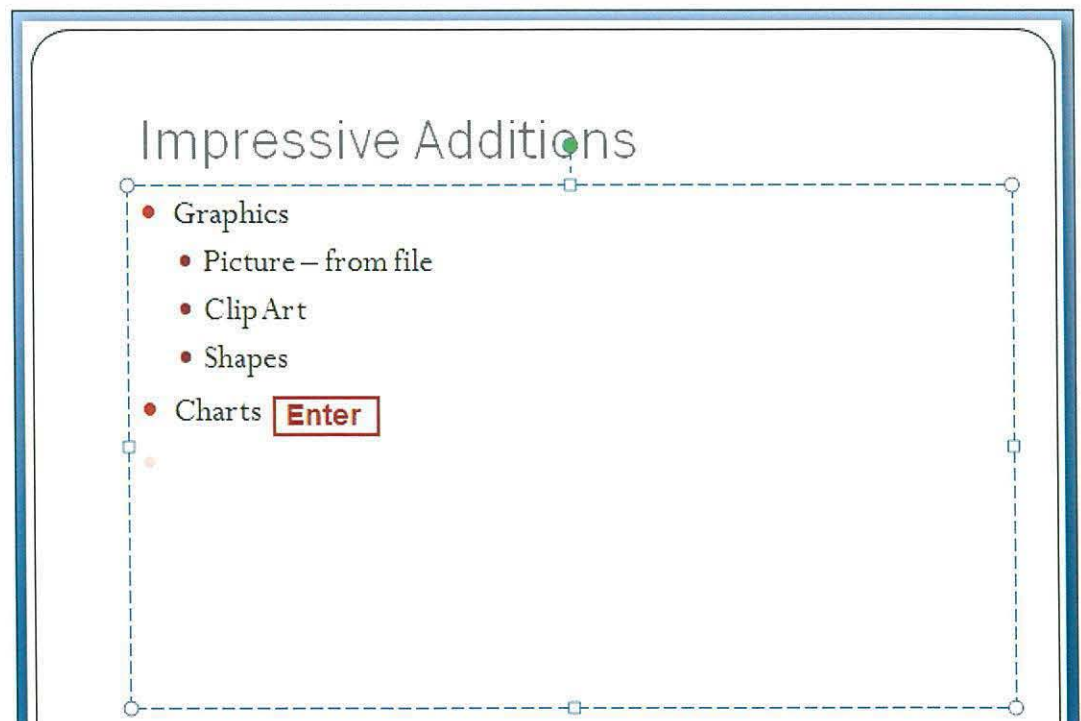
- **Click** the
  "**Increase List Level**"
  button
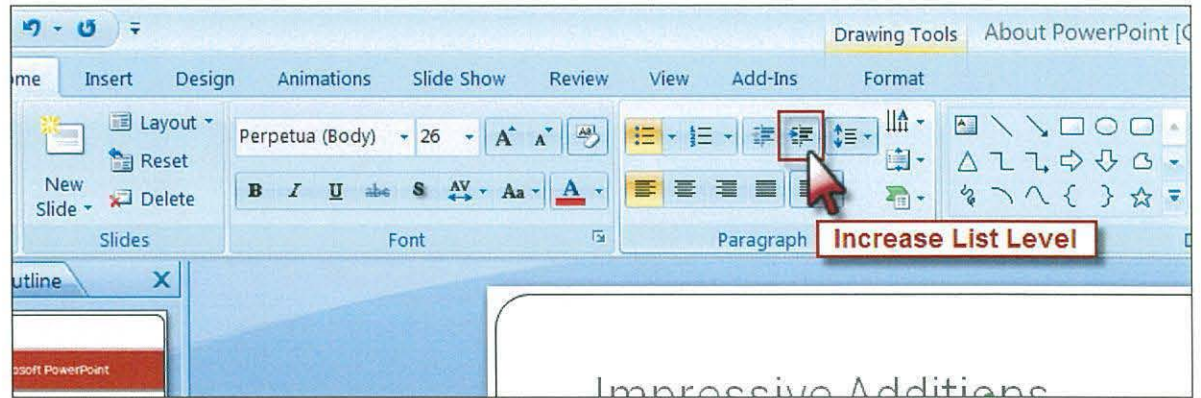
- Type:

  - **From an Excel file**
  - **Many different chart formats**
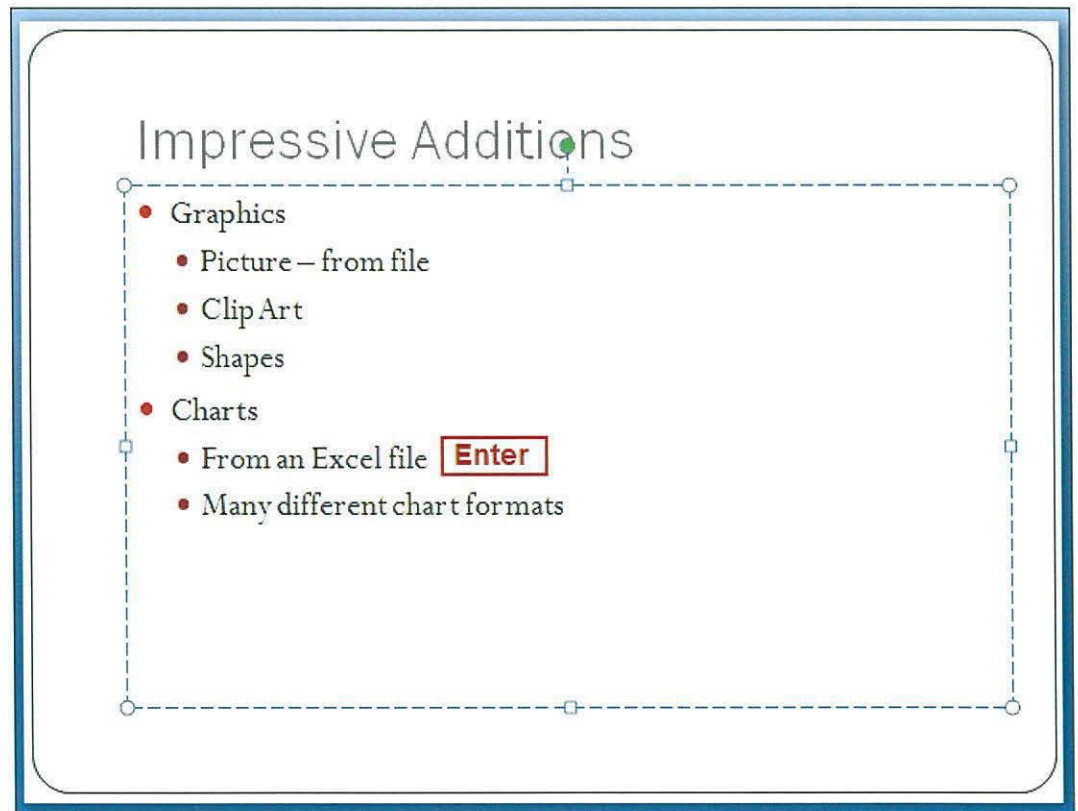
Learning Objective:

The student will be able to **save** to current location

- **Click** the quick
  "**Save**" button
 to save what you
  have done so far.

Learning Objective:

The student will be able to insert a **new slide**

The student will be able to create a slide with a **title and content** layout

● **Click** "New Slide"

● **Click** the layout
"**Title and Content**"

Now there are 4 slides in the presentation

Slides | Outline | X

1

Microsoft PowerPoint

A Presentation Program
By Student Name

2

What is PowerPoint?

3

Impressive Additions

4

4 Slides

Click to add

• Click to add text

Click to add notes
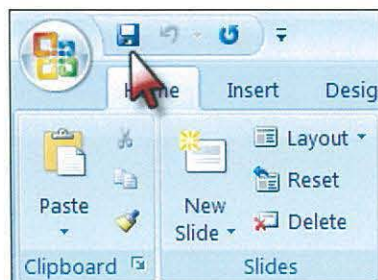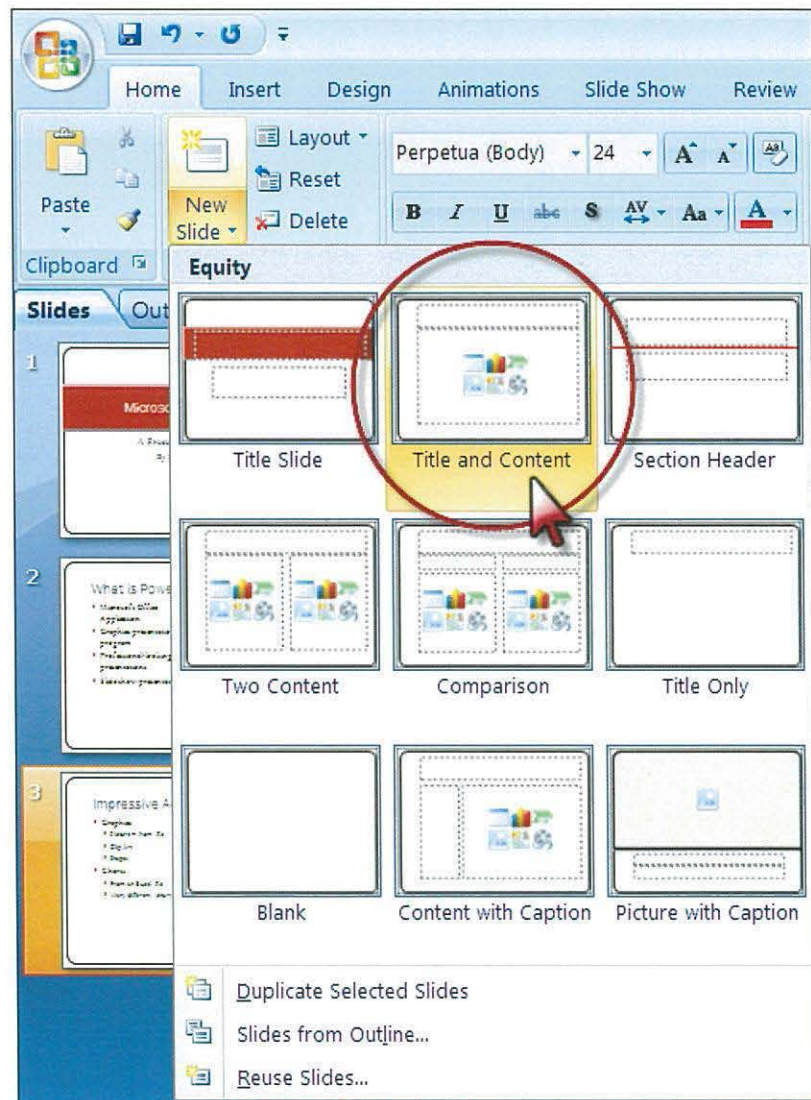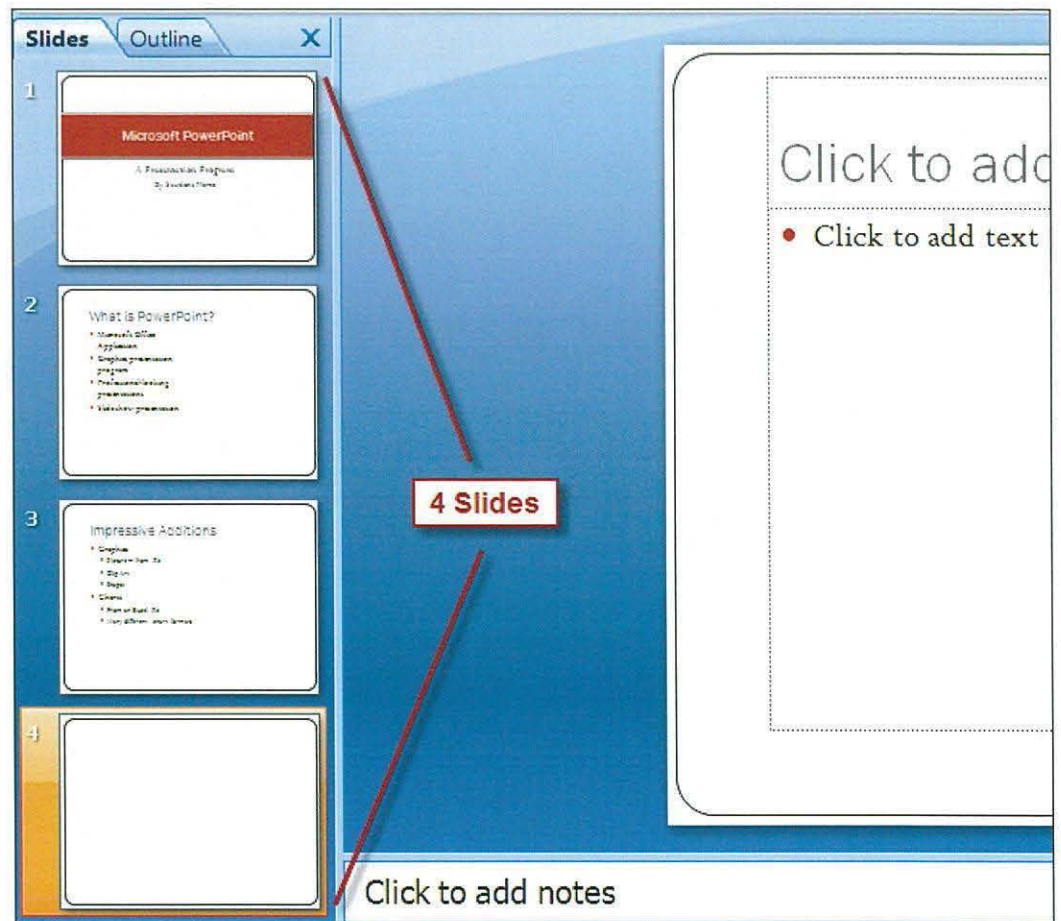
In the title placeholder,

● Type:

What Else is Cool?

What Else is Cool?

• Click to add text
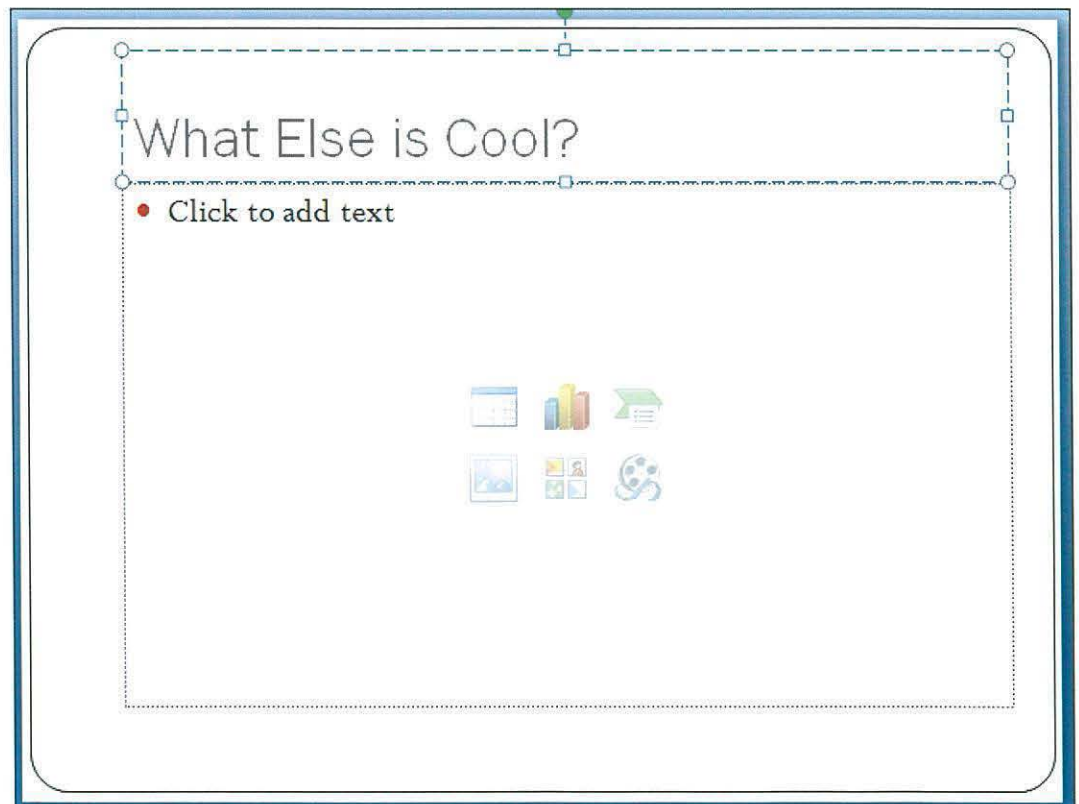
In the text placeholder,

- Type:

  - **Transitions**

- Press **Enter**

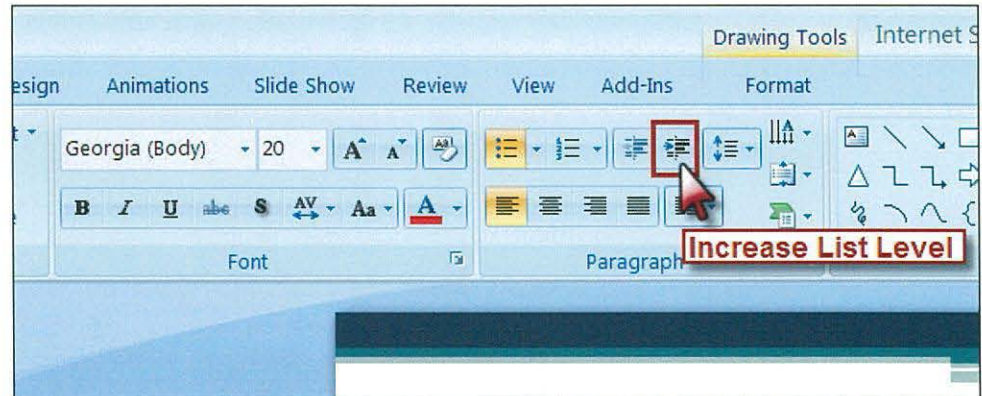What Else is Cool?

- Transitions [Enter]
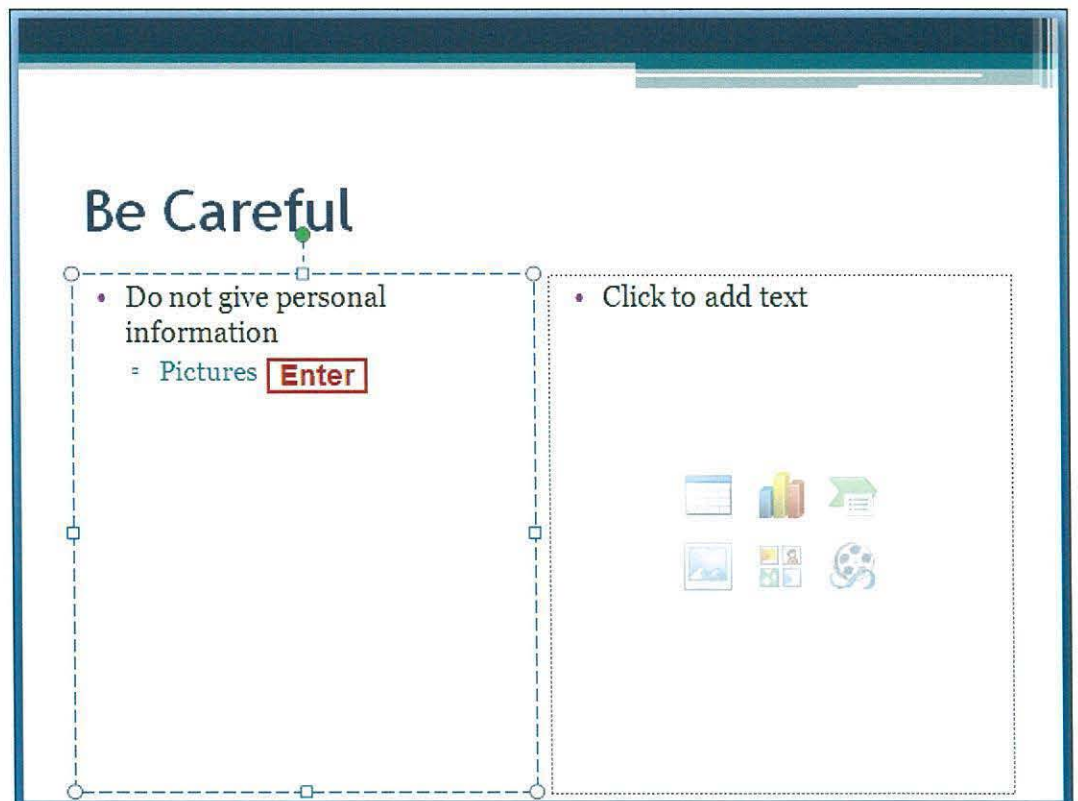

Learning Objective:

The student will be able to **increase list level**
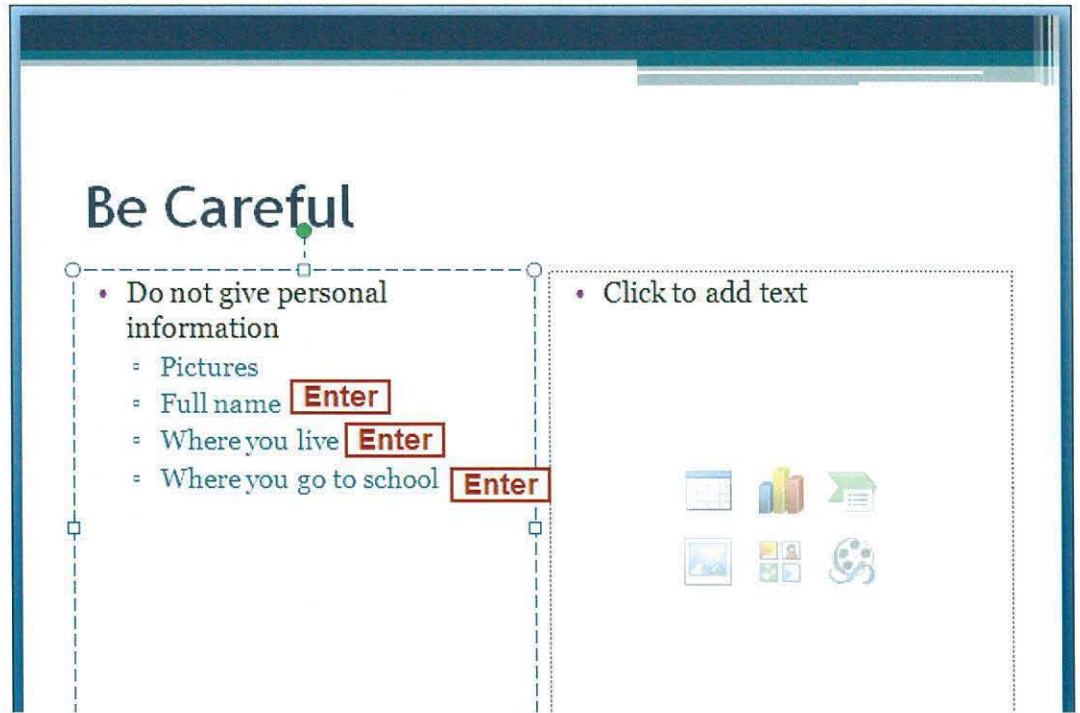
The student will be able to **decrease list level**

- **Click** the "**Increase List Level**" button

Drawing Tools   About PowerPoint [

...me   Insert   Design   Animations   Slide Show   Review   View   Add-Ins   Format

Layout
Reset
New Slide   Delete
Slides

Perpetua (Body)   26   A A
B I U abc S AV Aa A
Font

Paragraph   **Increase List Level**

...utline   X

...oft PowerPoint
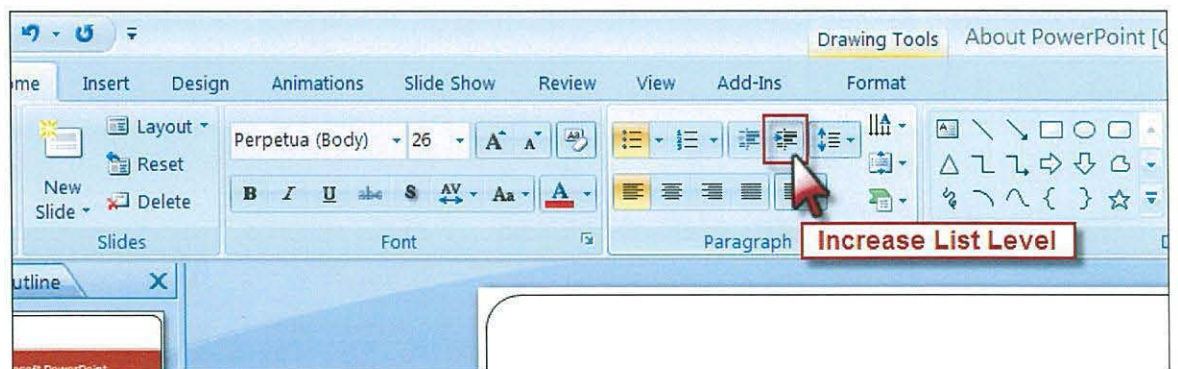
- Type:

  - **Movement from slide to slide**

- Press **Enter**

What Else is Cool?
- Transitions
  - Movement from slide to slide   **Enter**

- **Click** the "**Decrease List Level**" button
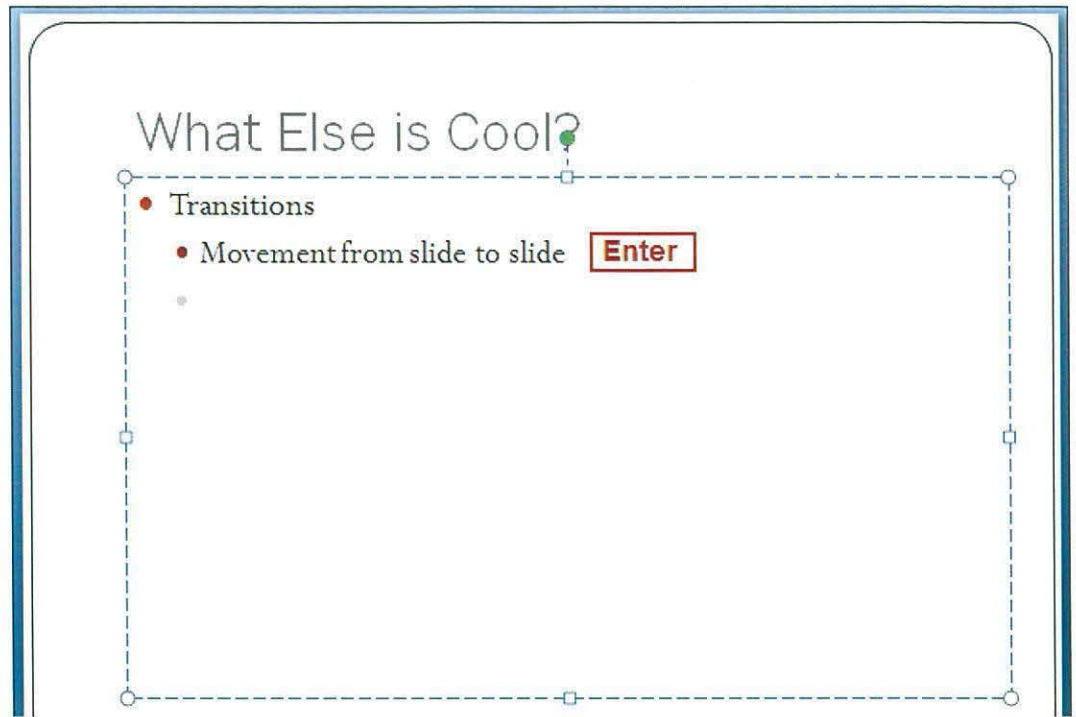
Decrease List Level
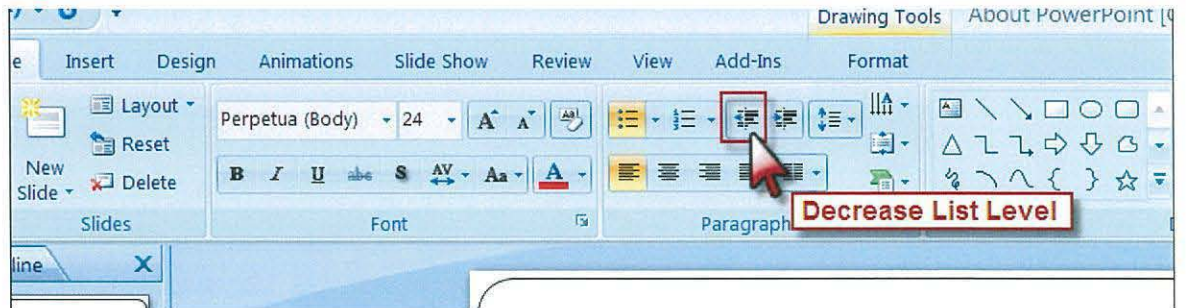
- Type:

  - **Animations**

- Press **Enter**

What Else is Cool?
- Transitions
  - Movement from slide to slide
- Animations   **Enter**
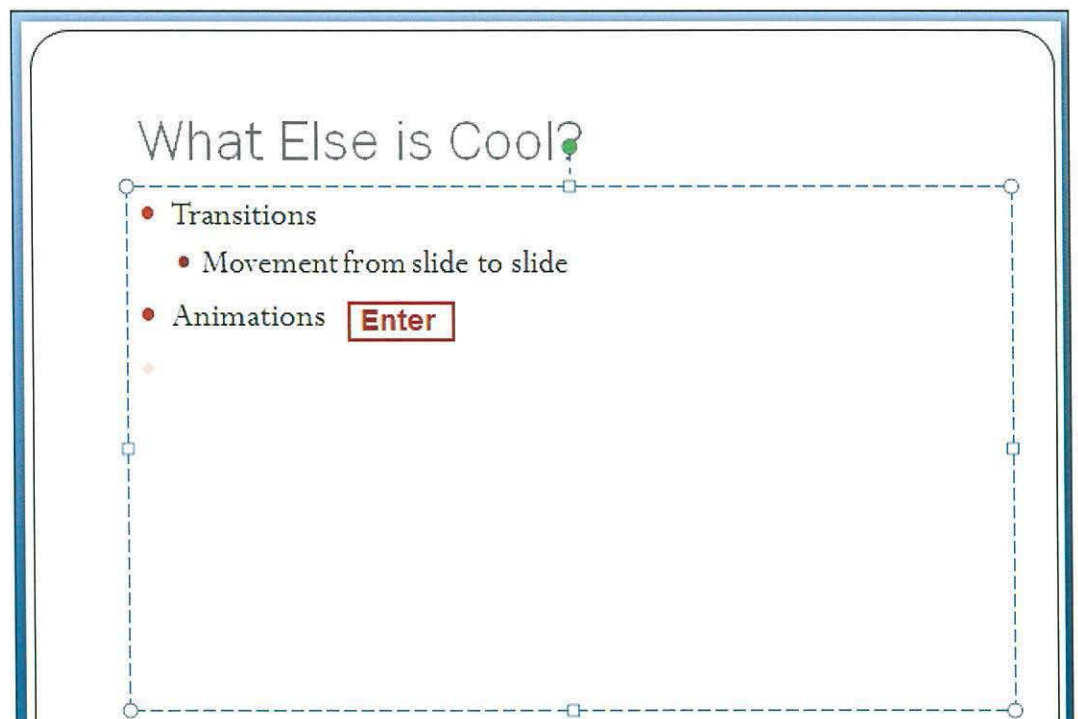
- **Click** the "**Increase List Level**" button
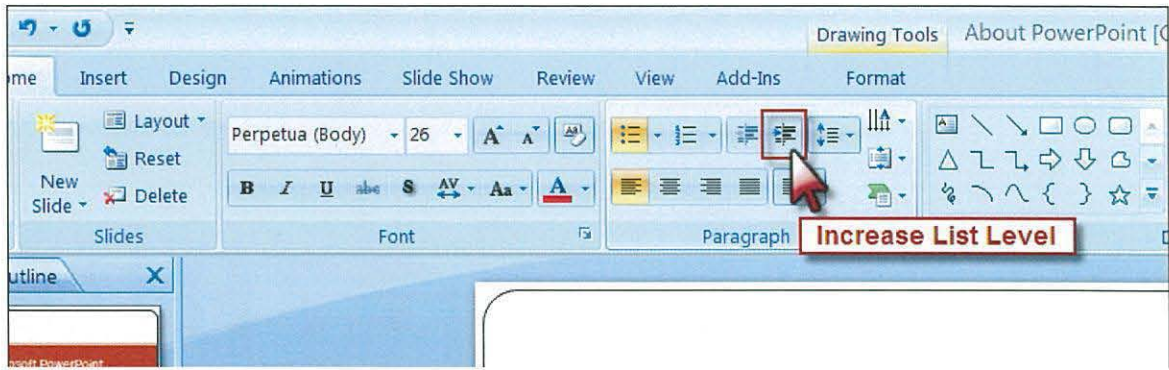
- Type:

  - **Object movement on the slide**

- Press **Enter**

What Else is Cool?

- Transitions
  - Movement from slide to slide
- Animations
  - Object movement on the slide **Enter**
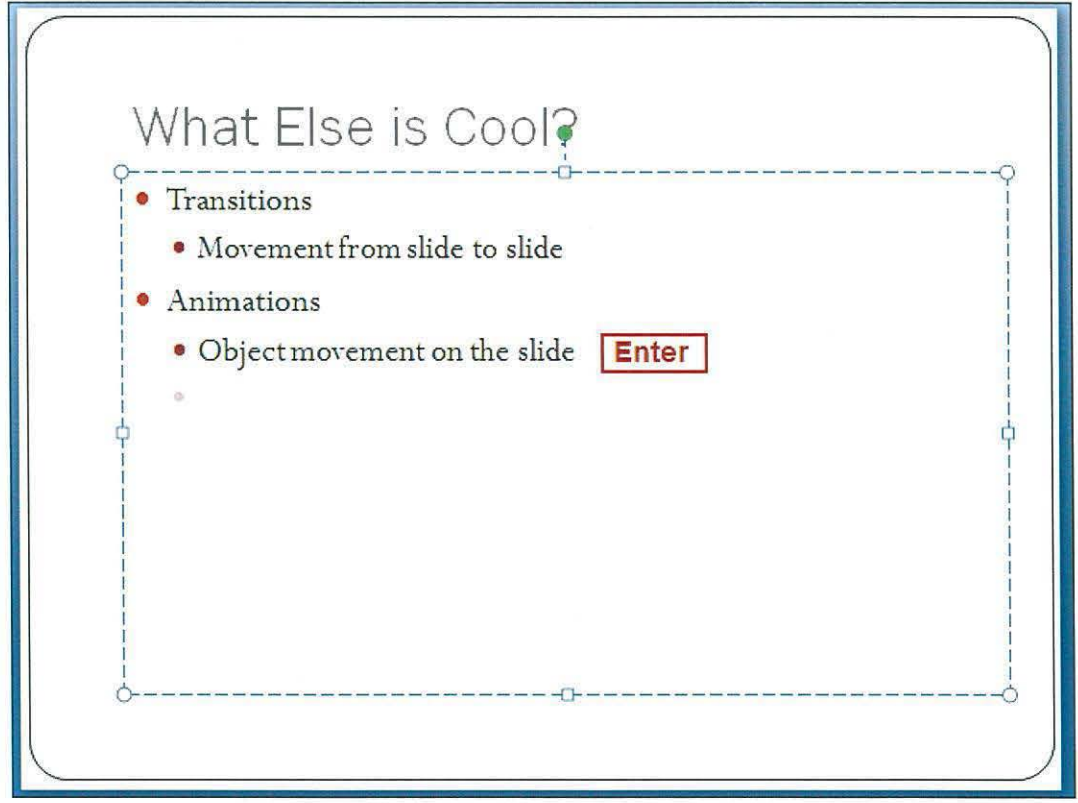
- **Click** the "**Decrease List Level**" button
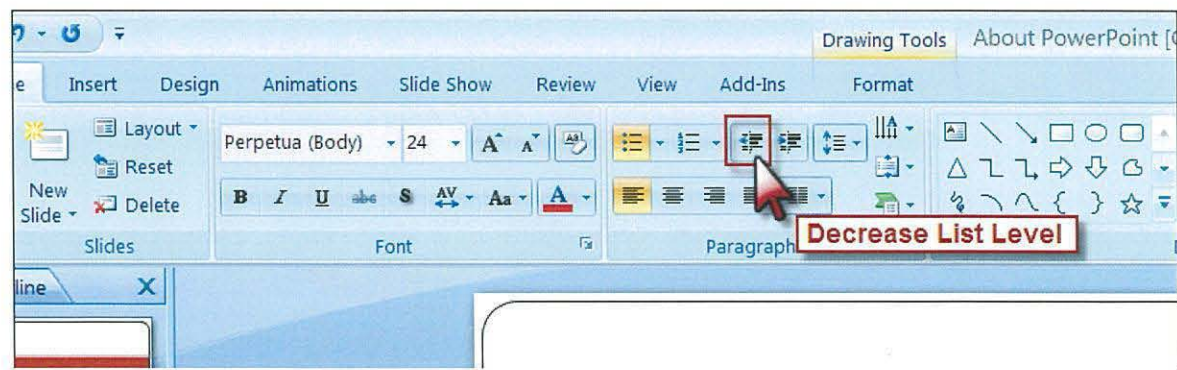
- Type:

  - **Sound**

  Press **Enter**

What Else is Cool?
- Transitions
  - Movement from slide to slide
- Animations
  - Object movement on the slide
- Sound **Enter**

- **Click** the "**Increase List Level**" button

Increase List Level

- Type:

  - **Use sparingly**
  - **Not too annoying**

What Else is Cool?
- Transitions
  - Movement from slide to slide
- Animations
  - Object movement on the slide
- Sound
  - Use sparingly **Enter**
  - Not too annoying

Learning Objective:

The student will be able to **save** to current location 🖫

- **Click** the quick
  "**Save**" button 🖫
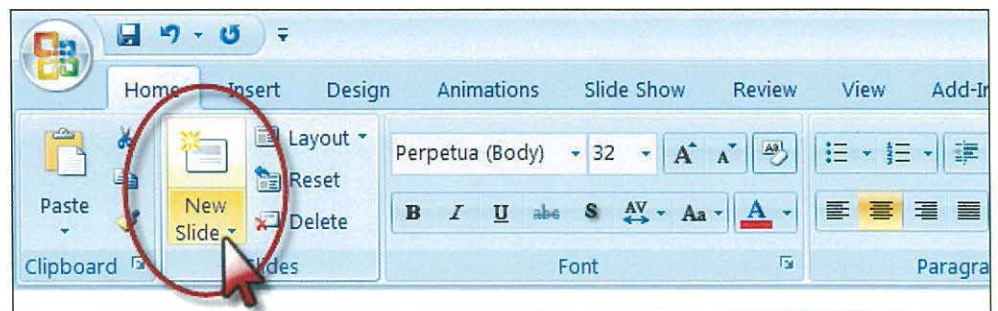 to save what you
  have done so far.
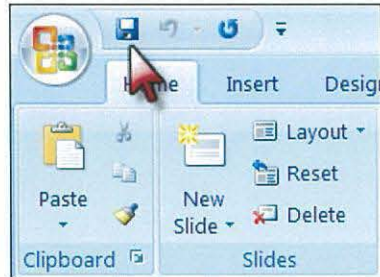
Learning Objective:

The student will be able to insert **Clip Art**

- **Click** the **Slide 2**
  thumbnail in the
  Slides tab
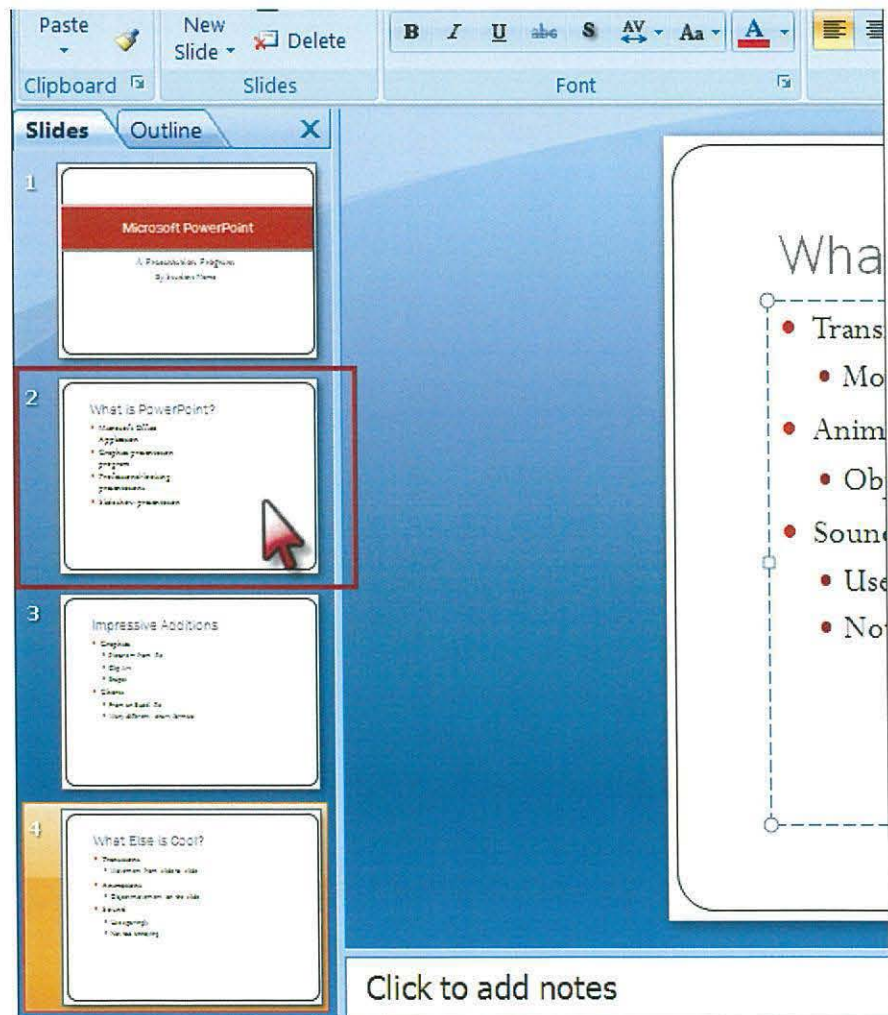
- **Click** the "**Clip Art**" button in the content placeholder

What is PowerPoint?

- Microsoft Office Application
- Graphics presentation program
- Professional-looking presentations
- Slide show presentation

- Click to add text

Clip Art

---

① Type: **powerpoint** in the **"Search for:"** box
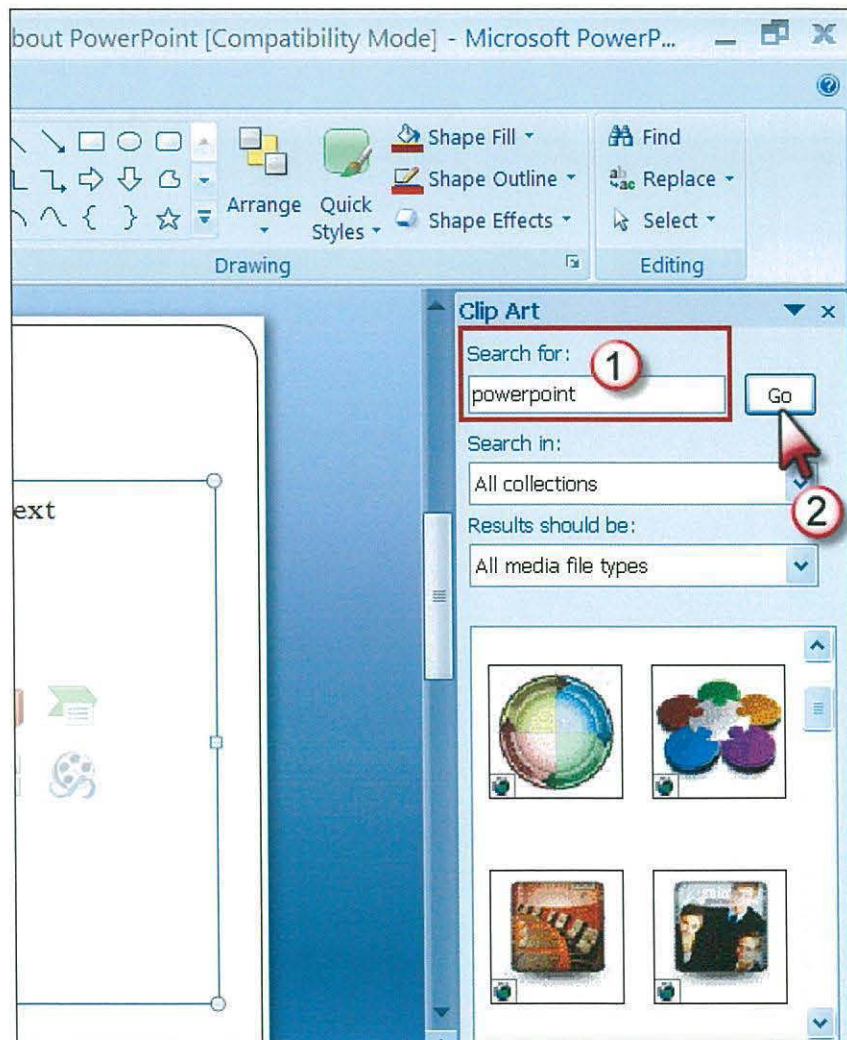
② **Click** "Go"

bout PowerPoint [Compatibility Mode] - Microsoft PowerP...

Shape Fill ▾   🔍 Find
Shape Outline ▾   Replace ▾
Arrange Quick   Shape Effects ▾   Select ▾
Styles ▾
Drawing   Editing

Clip Art

Search for: ①
powerpoint   Go

Search in:
All collections   ②

Results should be:
All media file types

- **Click** the clip art shown or a similar clip art picture if the circled one is not available.

This is how slide 2 should look

Notice the 7 x 7 rule is followed

Only <u>7 lines</u> on the slide and no more than <u>7 words per line</u>

- **Click** the "**Close**" button to exit clip art

- **Click** the **Slide 4** thumbnail in the Slides tab

Learning Objective:

The student will be able to insert **Clip Art**

The student will be able to **move** Clip Art

The student will be able to **resize** Clip Art

- **Click** "**Insert**" on the Ribbon

- **Click** the "**Clip Art**" button

Clip Art

---
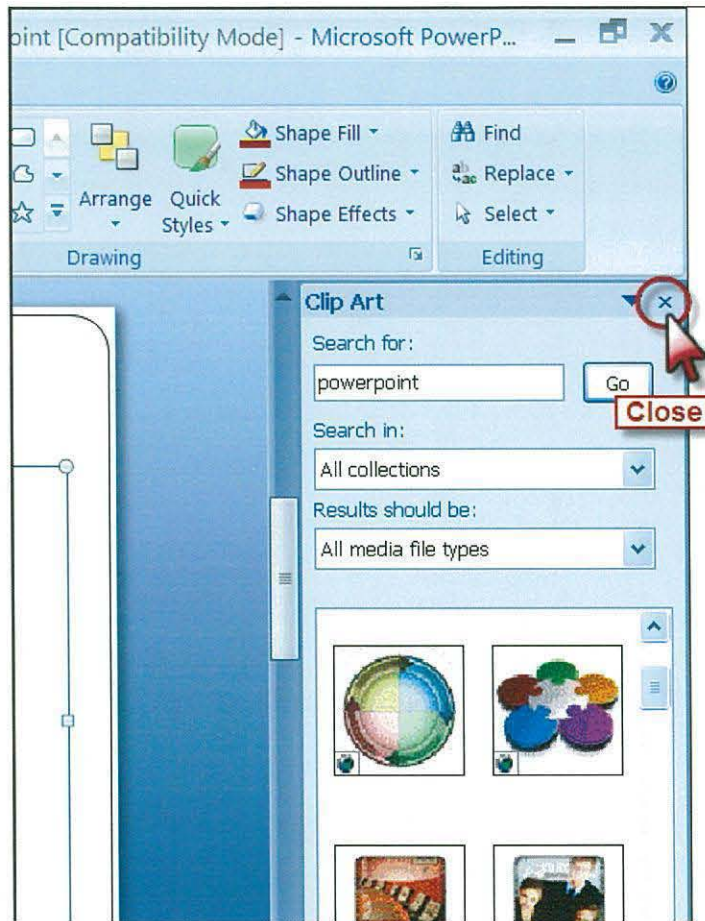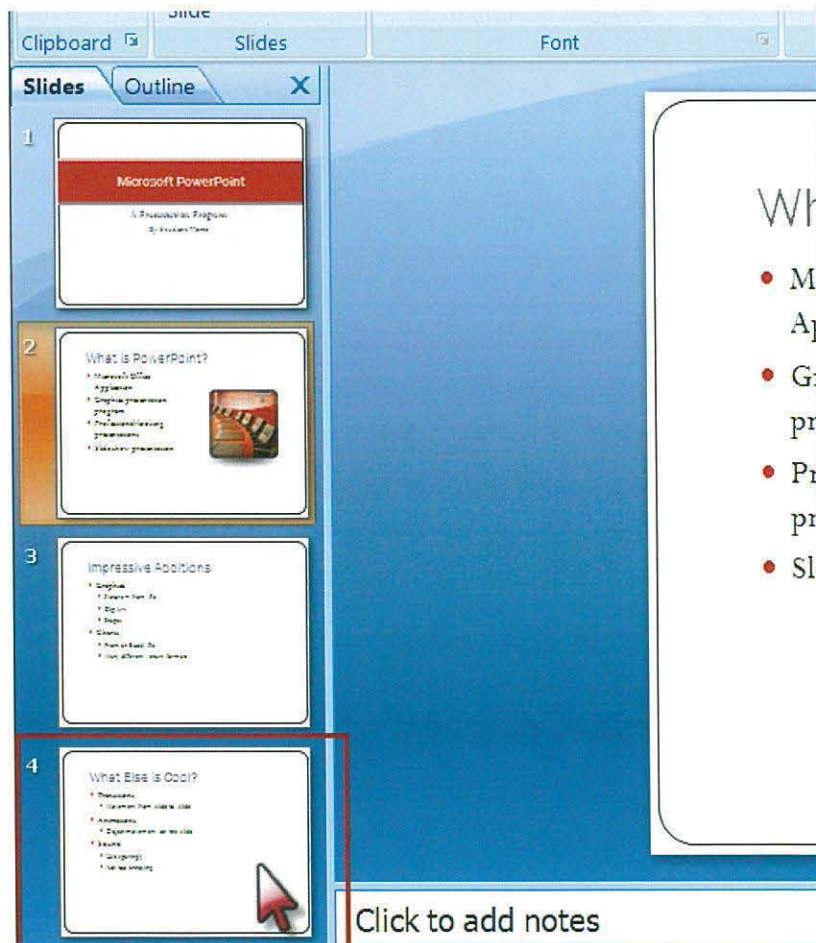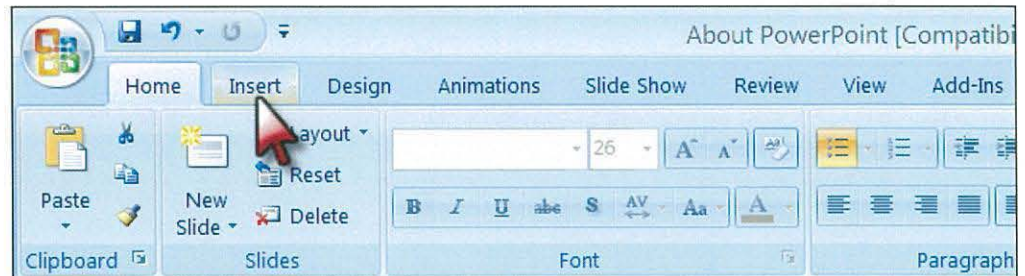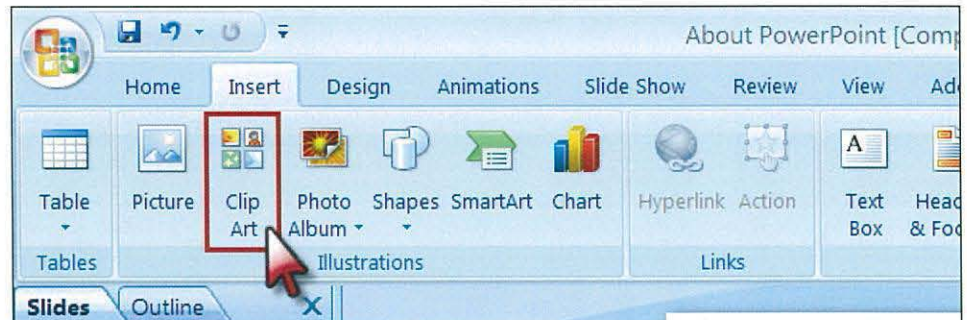
① Type: **sound**

in the **"Search for:"** box

② **Click** "Go"

- **Click** the clip art shown or a similar clip art picture if the circled one is not available.

This is where the clip art picture is placed.

The next step is to move it.
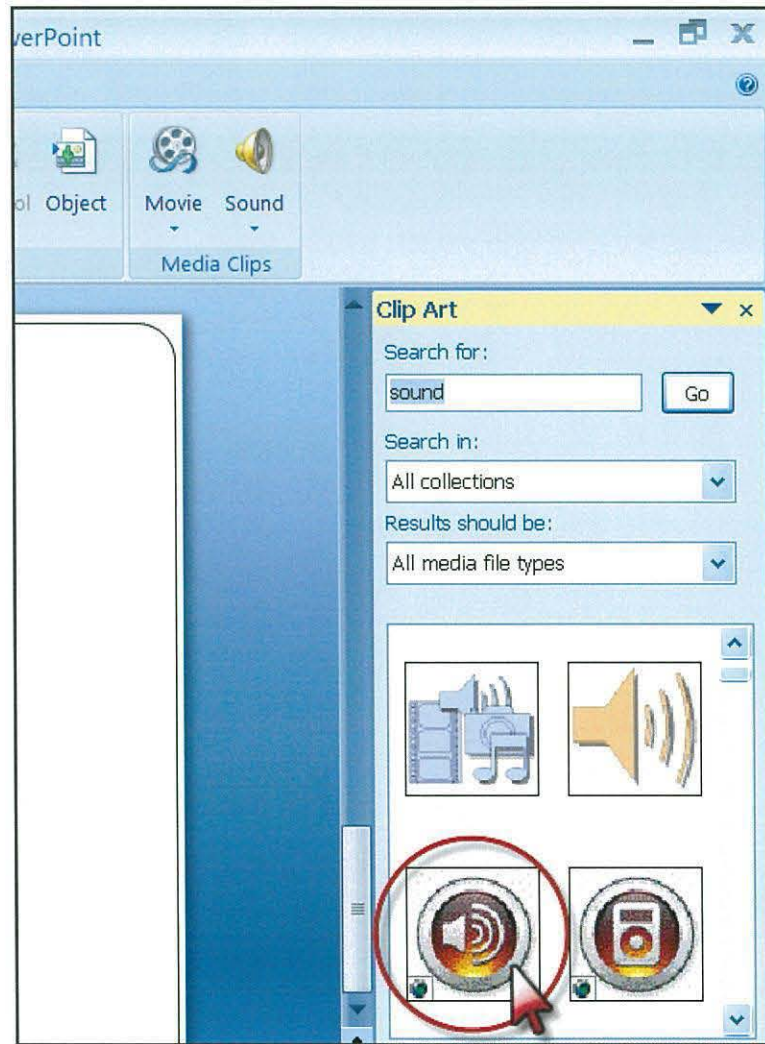
Click, hold down the mouse button, and drag the clip art to the lower corner

What Else is Cool?
- Transitions
  - Movement from sli
- Animations
  - Object move
- Sound
  - Use sparingly
  - Not too annoy
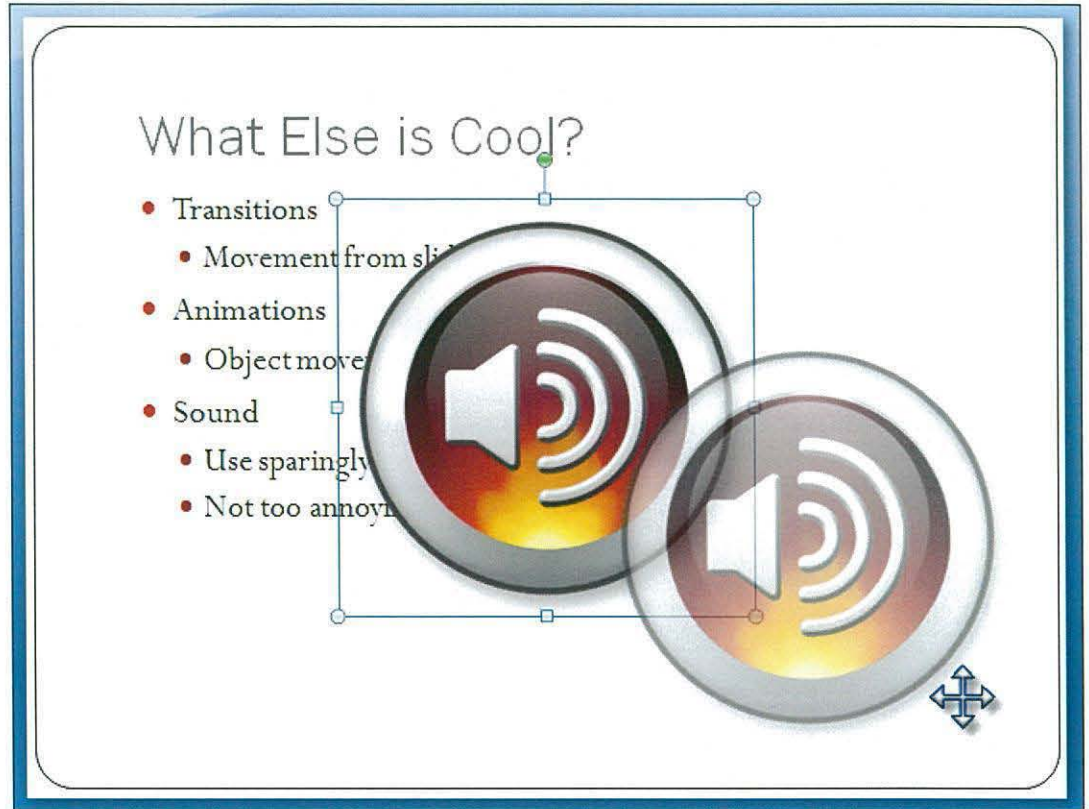
This is where the clip art picture has moved.

The next step is to resize it.

What Else is Cool?
- Transitions
  - Movement from slide to slide
- Animations
  - Object movement on the slide
- Sound
  - Use sparingly
  - Not too annoying

- **Drag** the upper left sizing handle diagonally inward until the clip art is resized as shown.

This is how slide 4 should look

Notice the 7 x 7 rule is followed

Only 7 lines on the slide and no more than 7 words per line

- **Click** the "**Close**" button to exit clip art ☒

Learning Objective:

The student will be able to **save** to current location 💾

- **Click** the quick "**Save**" button 💾 to save what you have done so far.

- **Click** the **Slide 1** thumbnail in the Slides tab

Learning Objective:

The student will be able to apply slide transitions

Transition

- **Click** "**Animations**" on the Ribbon

- **Click** "Dissolve" in the transitions gallery
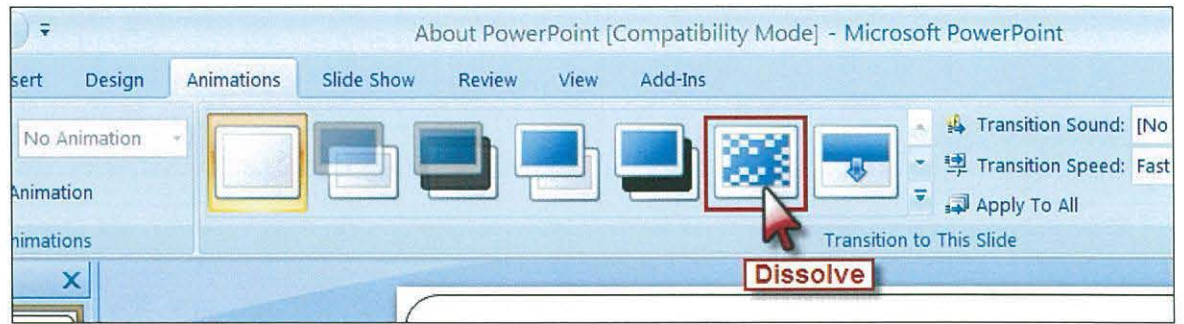
Transition to This Slide

Dissolve

- **Click** the **Slide 2** thumbnail in the Slides tab

- **Click** the "**More**" button for more transitions

Transition to This Slide
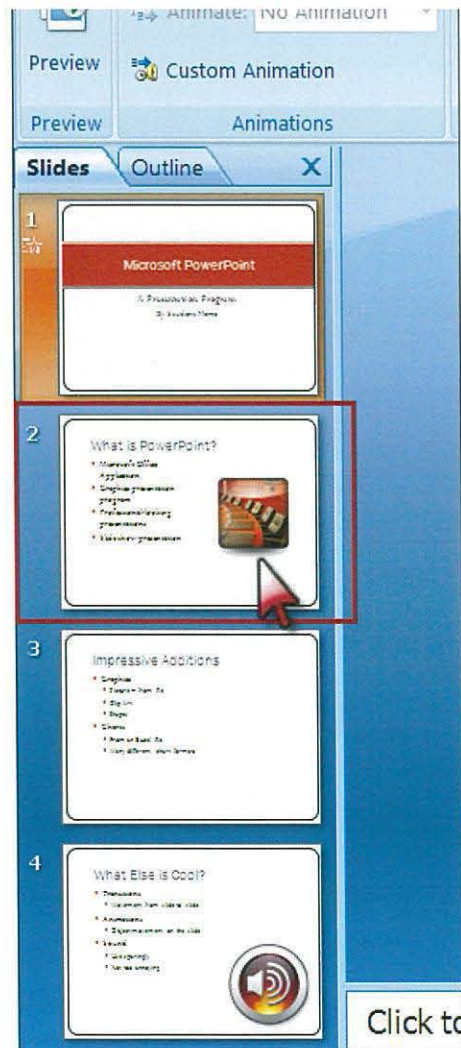
More
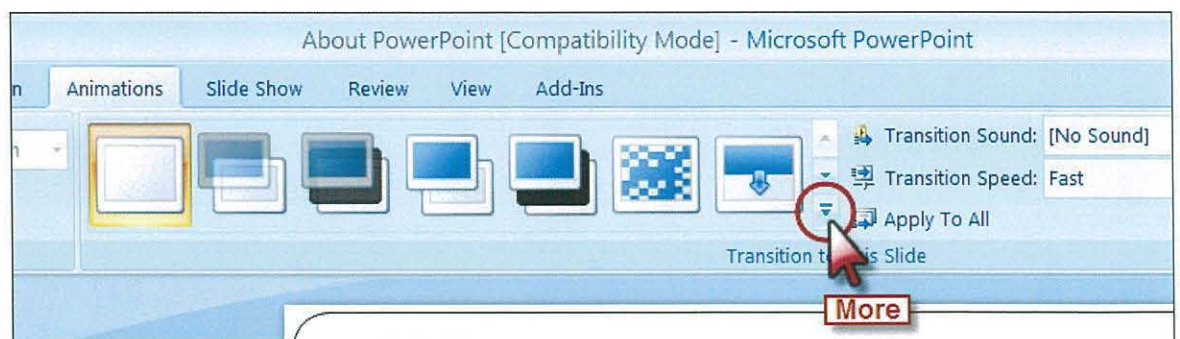
- **Click** "Wipe Up" in the transitions gallery
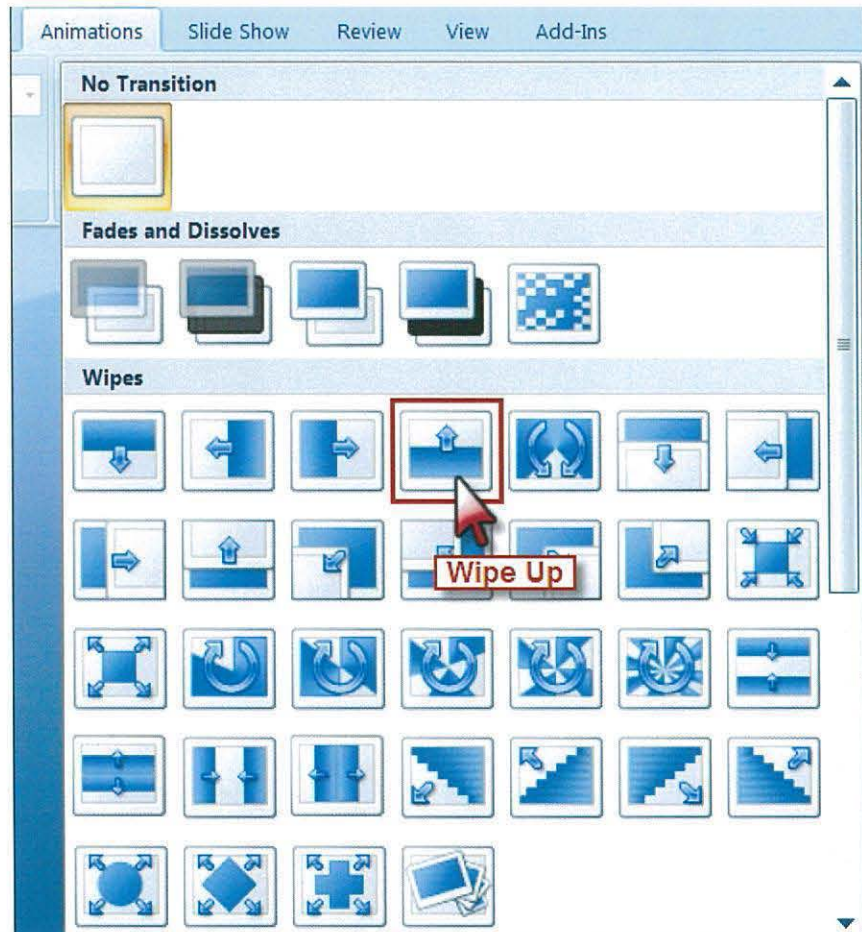
- **Click** the **Slide 3** thumbnail in the Slides tab

Learning Objective:

The student will be able to apply custom animations   📑 Custom Animation

---
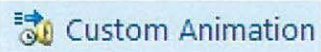
- **Click** anywhere on the content placeholder
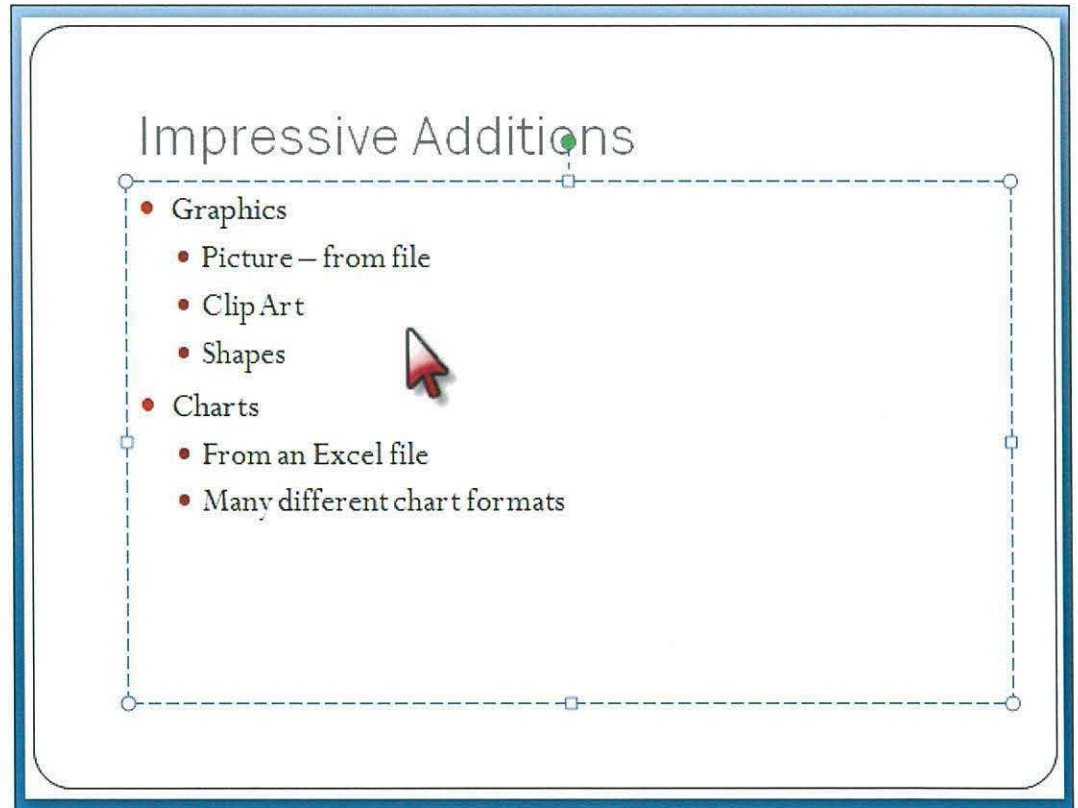
- **Click** "Custom Animation"
  📑 Custom Animation
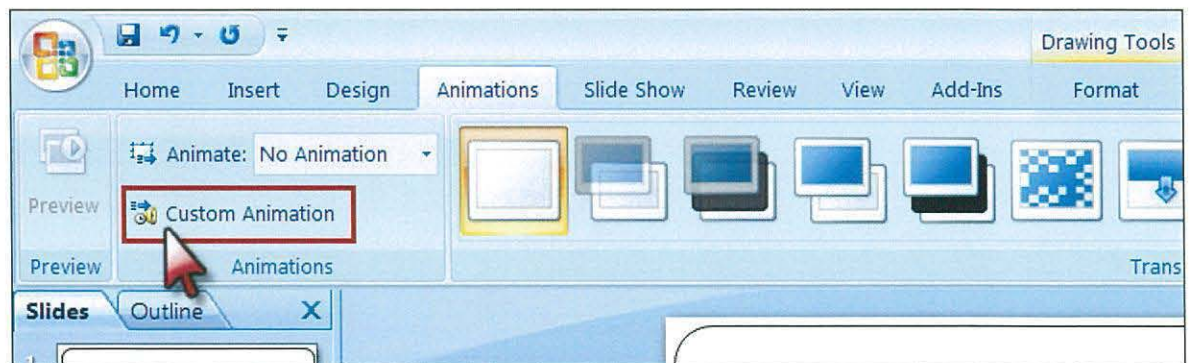
- **Click** "Add Effect"
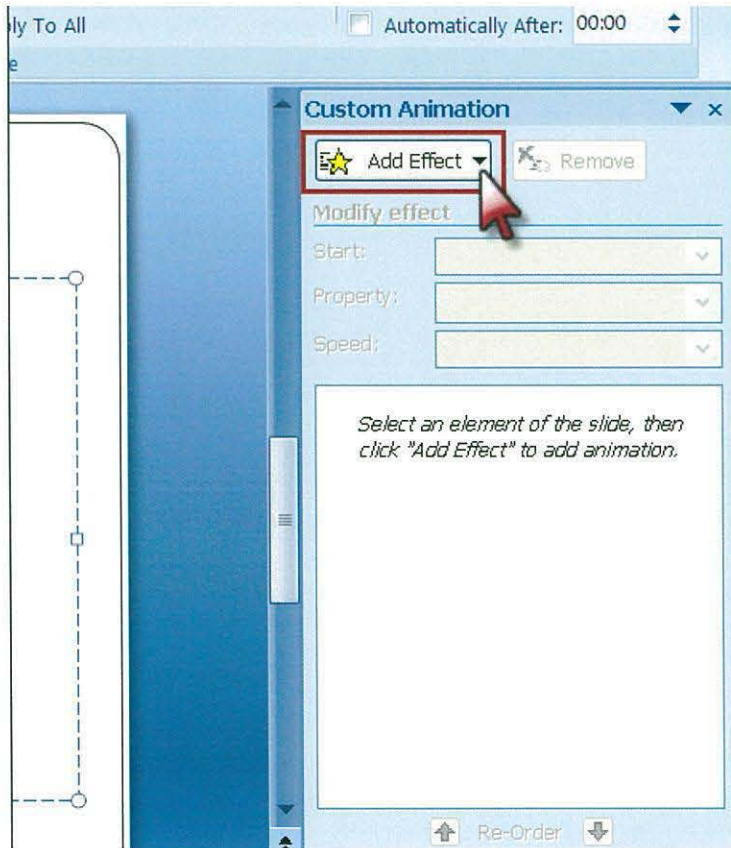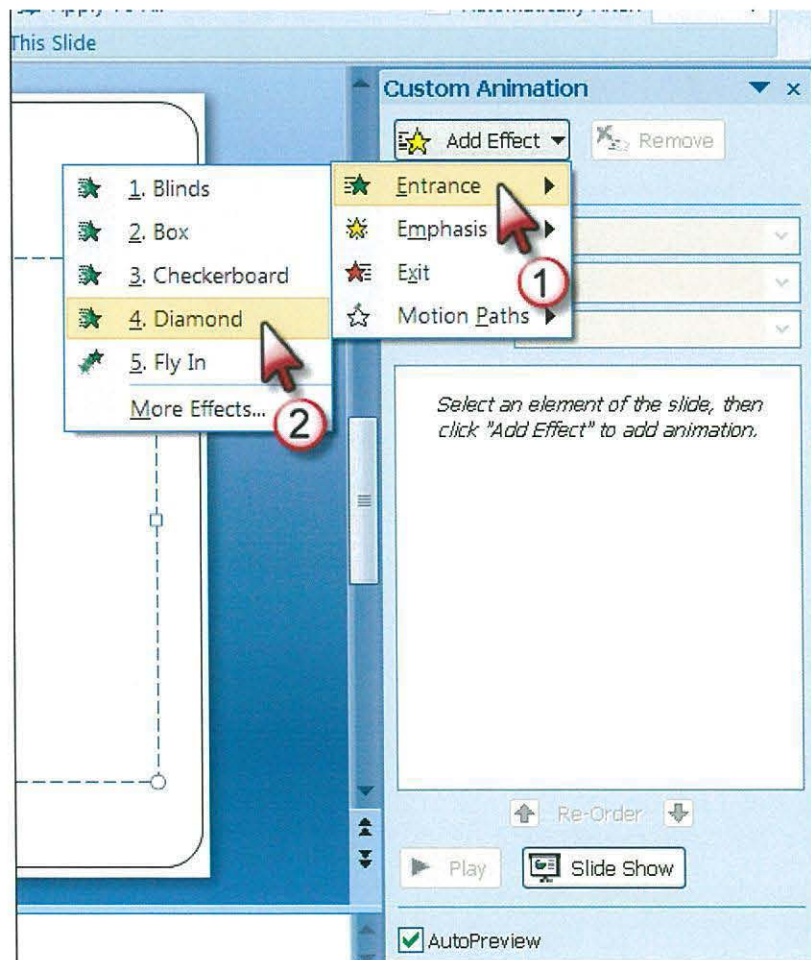
In the Custom Animations gallery:

(1) Click "Entrance"

(2) **Click** "Diamond"

- **Click** the **Slide 4** thumbnail in the Slides tab
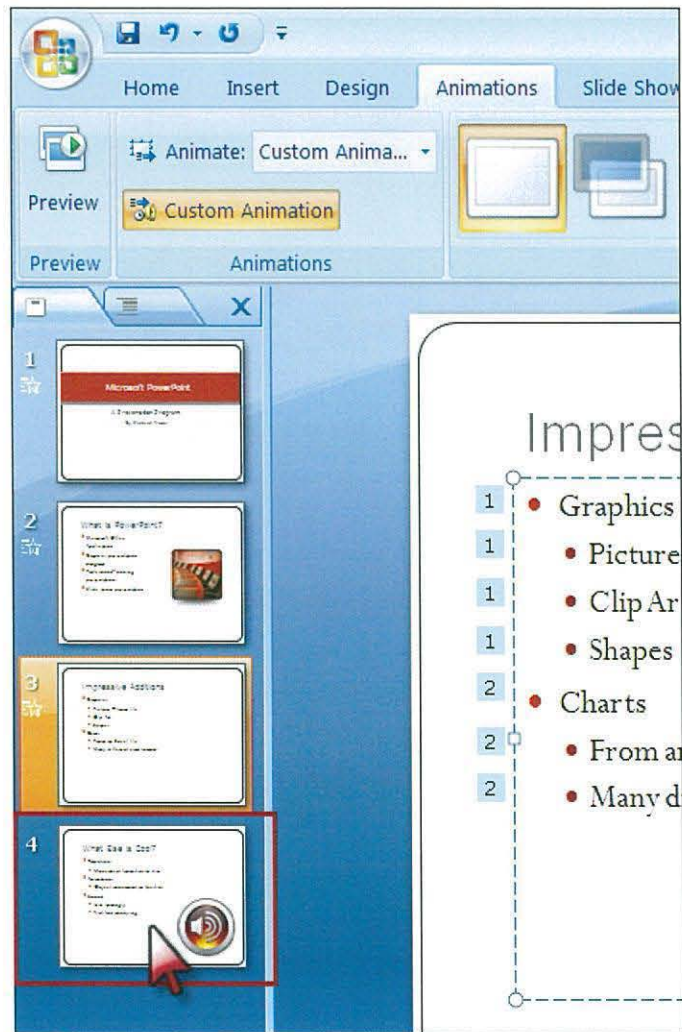
- **Click** anywhere on the content placeholder
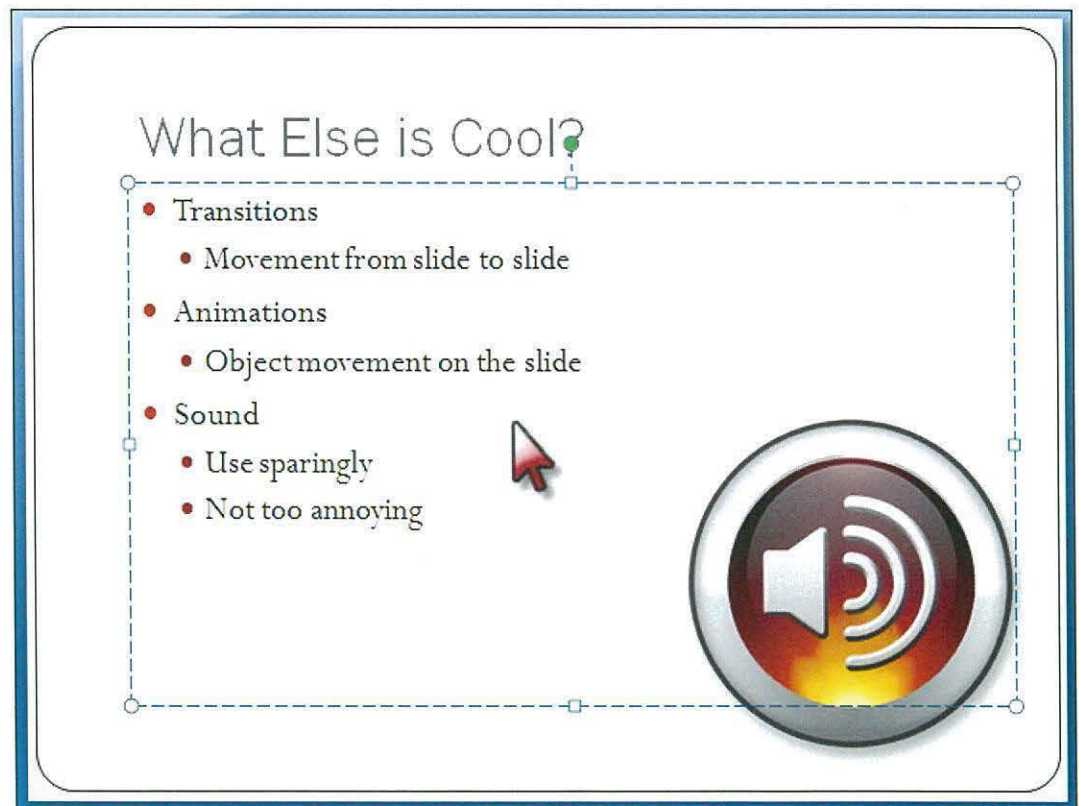
In the Custom
Animations gallery

Click "Add Effect"
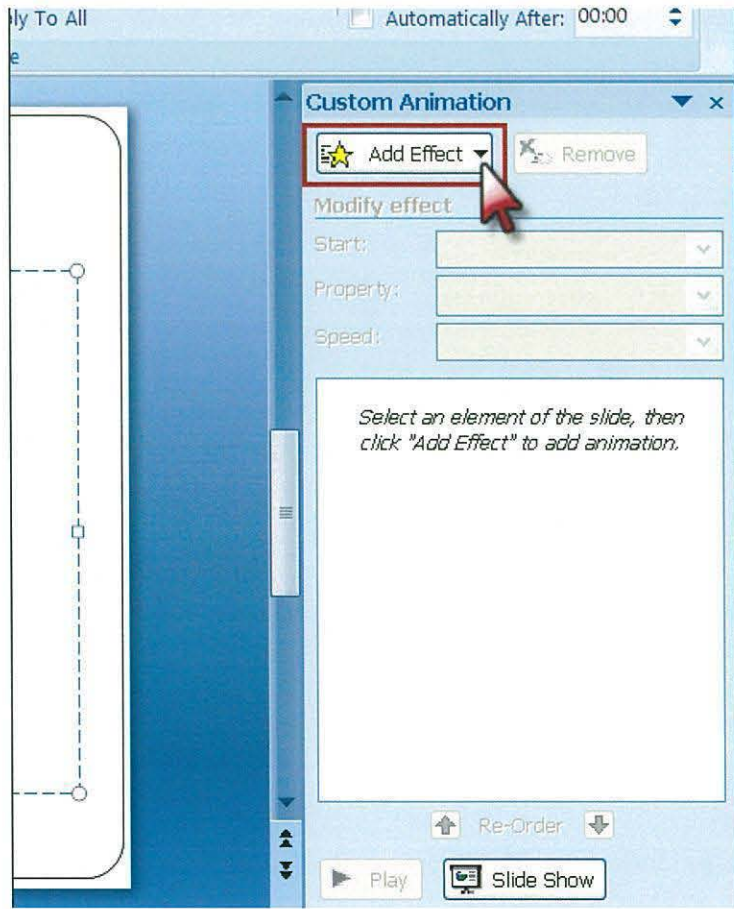
In the Custom
Animations gallery:
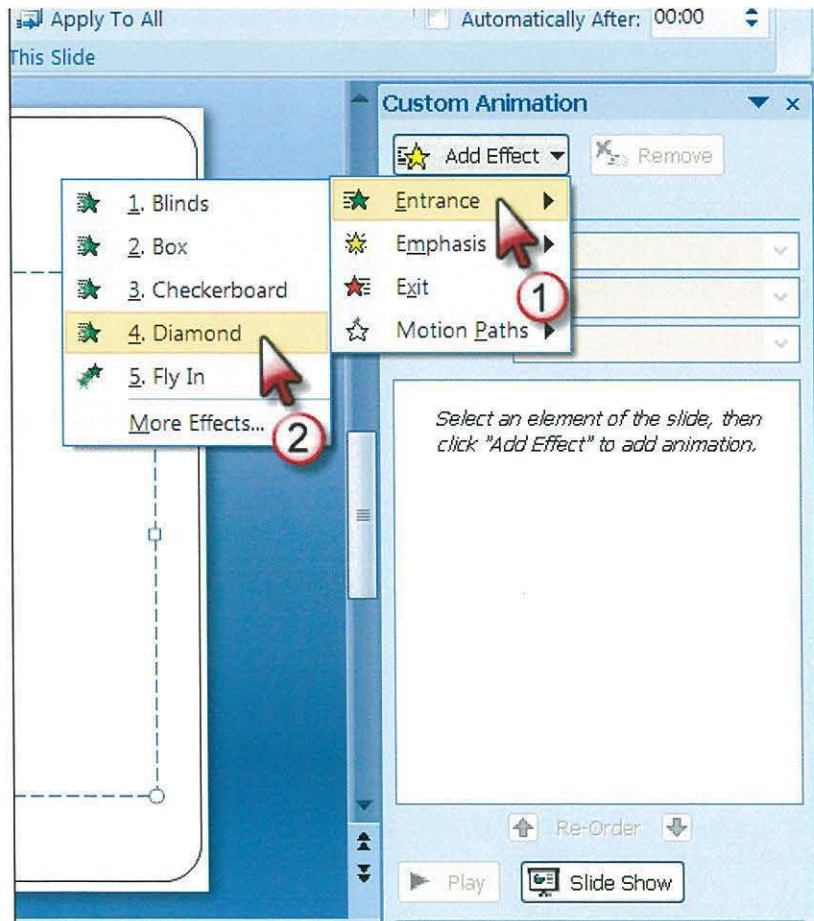
① Click "Entrance"

② **Click** "Diamond"

- **Click** the "**Close**" button to exit custom animations
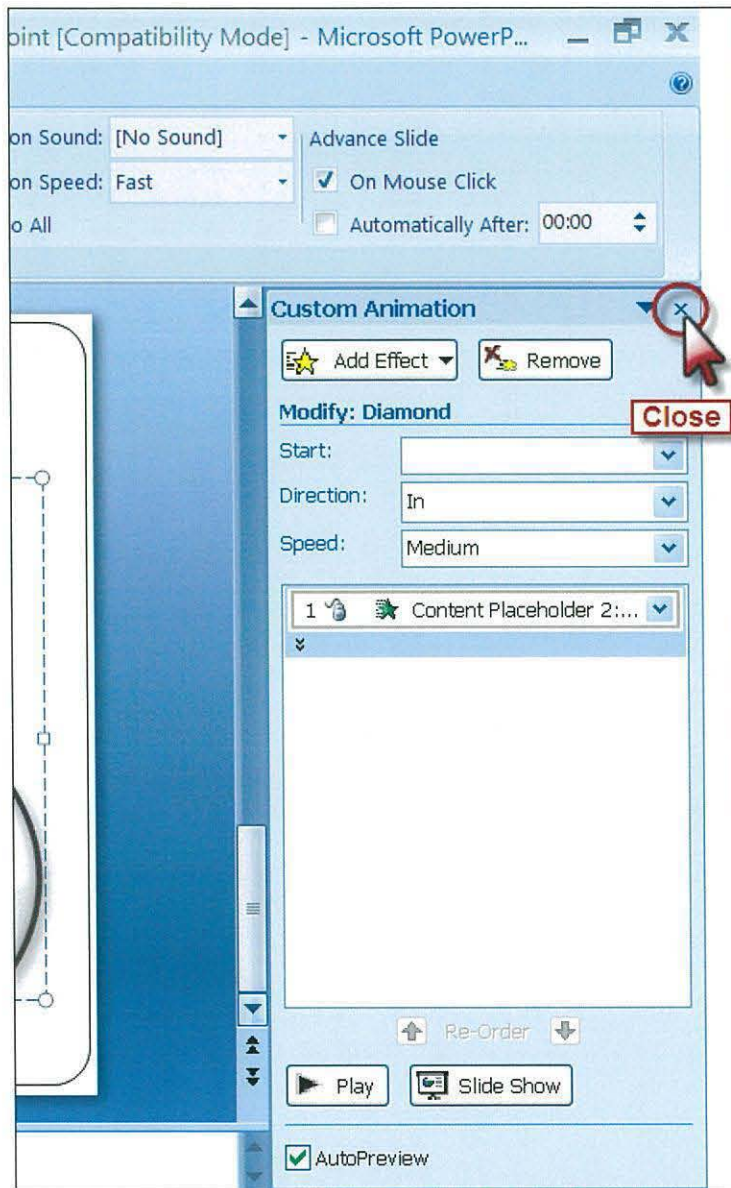
  ×

bint [Compatibility Mode] - Microsoft PowerP...

on Sound: [No Sound]

on Speed: Fast

o All

Advance Slide

☑ On Mouse Click

☐ Automatically After: 00:00

Custom Animation ×

⭐ Add Effect ▼   ✖ Remove

Close

Modify: Diamond

Start:

Direction: In

Speed: Medium

1 🖱 ⭐ Content Placeholder 2:...

⬆ Re-Order ⬇

▶ Play   🖥 Slide Show

☑ AutoPreview

Learning Objective:

The student will be able to **save** to current location 💾

- **Click** the quick "**Save**" button 💾 to save what you have done so far.

  Home   Insert   Desig

  Paste   New Slide ▼   📋 Layout ▼   📋 Reset   ✖ Delete

  Clipboard   Slides
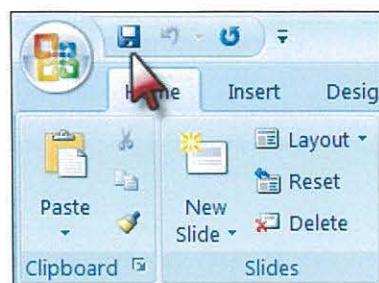
Learning Objective:

The student will be able to view a presentation as a **slide show**

- **Click** the **"Slide Show"** Ribbon

- **Click** **"From Beginning"** in the Start Slide Show section

---
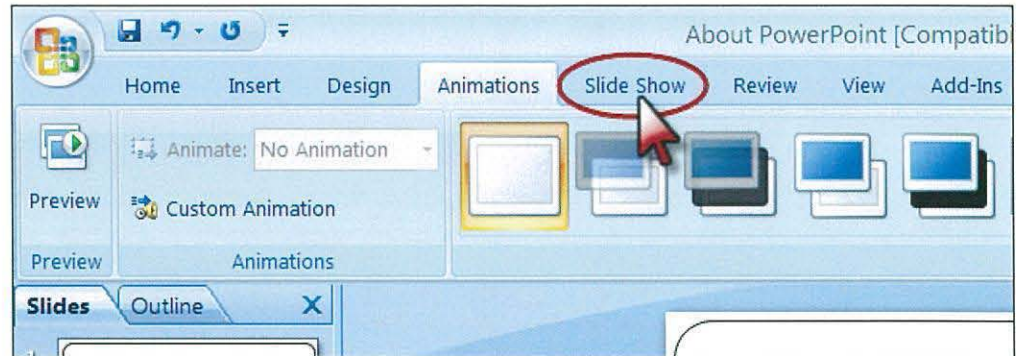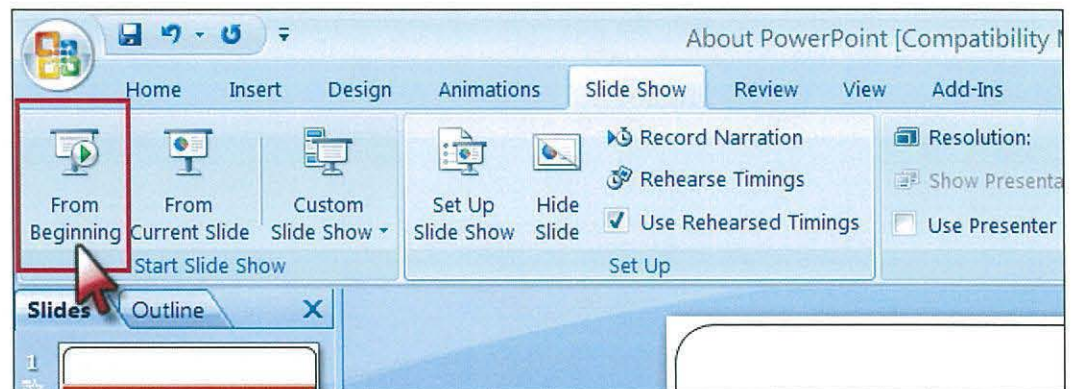
- **Click** to display slide number 2
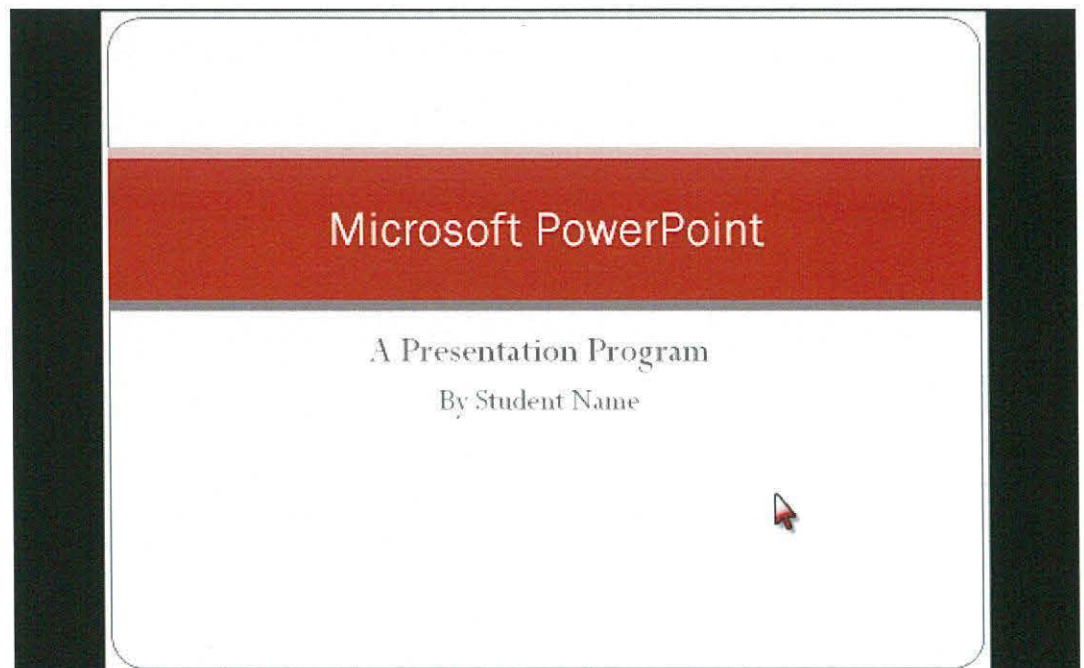
- **Click** to display slide number 3

What is PowerPoint?

- Microsoft Office Application
- Graphics presentation program
- Professional-looking presentations
- Slide show presentation

- **Click** to display the text

Impressive Additions

- **Click** to display the text

Impressive Additions

- Graphics
  - Picture – from file
  - Clip Art
  - Shapes

- **Click** to display slide number 4

Impressive Additions

- Graphics
  - Picture – from file
  - Clip Art
  - Shapes
- Charts
  - From an Excel file
  - Many different chart formats

- **Click** until all the text is displayed

What Else is Cool?

- **Click** to see ending slide

What Else is Cool?

- Transitions
  - Movement from slide to slide
- Animations
  - Object movement on the slide
- Sound
  - Use sparingly
  - Not too annoying

Click to end the
slide show

Learning Objective:

The student will be able to **save** to current location

● **Click** the quick
"**Save**" button
to save one last
time.
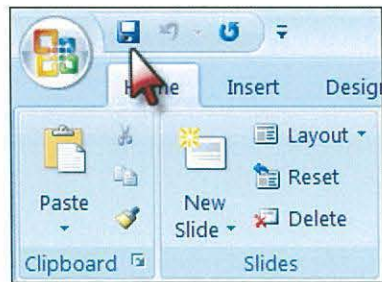
Internet Safety
PowerPoint Presentation

Internet Safety

Online warnings
By Student Name

(1)

Why All the Fuss?

- Internet usage has increased
- Online predators has grown
- More unprofessional websites made
- Hackers are getting creative
- More access to personal finances

(2)

Be Careful

- Do not give personal information
  - Pictures
  - Full name
  - Where you live
  - Where you go to school
- Do not meet unknown people

(3)

Check Your Computer

- Do you have an anti-virus program?
- Do you have a spyware program?
- What are your firewall settings?
- Is your network secure?
 - Password protect if networked

(4)

Directions:

Follow the bulleted instructions and look at the corresponding pictures to create the About Microsoft PowerPoint presentation.

Note: The 7 x 7 rule is used on each slide: a maximum of 7 words per line and a maximum of 7 lines per slide.

Learning Objective:

The student will be able to **open** and **save as** a PowerPoint 97-2003 presentation

- **Open** PowerPoint

- **Click** the **"Office Button"**

- Hover over **"Save As"**

- **Click** "PowerPoint 97-2003 Presentation"

- Navigate to your "W: Drive"

1 **Click** the "My Documents" **drop down arrow**

2 **Click** the **W: drive**

(the one with your login name)

Save As

Save in:	My Documents

- DVD/CD-RW Drive (D:)
- U3 System (E:)
- Removable Disk (F:)
- Public on 'Lhsfps-01' (P:)
- Lhs on 'rsdfps-01a\studenthome$' (S:)
- janel.lemieux on 'rsdfps-01a\home$\lhs' (W:)
- dropbox on 'lhsfps-01' (Z:)
- My Network Places
- My Documents

budget info	Favorites	My Scans	TA
Cancer Project	FBLA	My Videos	Teacher appr
Clock Hours	Flash	OneNote Notebooks	Tech Liaison
CLSE	House SLC	Open house	Tech Prep Forms
Clubs	Icebreakers	Outlook	WASLettes
Culminating Project	Icebreakerss	Posters	Web Design
Differentiating instruction	Intro IT	PowerPoint	Web Design solution
EDAD 580	leadership	PowerPoint1	Whs
EDAD 581	Leadership Forms	Pro Cert2	Word
EDAD 582	LeMieux, Excel Ch. 2	Pro Cert- Janel LeMieux	Word Chapter 1

File name:	Presentation1
Save as type:	PowerPoint 97-2003 Presentation

Tools Save Cancel

---

1 **Click** the folder "**PowerPoint**"

2 **Click** "Open"

Save As

Save in:	janel.lemieux on 'rsdfps-01a\home$\lhs' (W:)

2007-2008 CLSE Materials	EDAD 583	leadership	Recom
Absent notices	EDAD 584	Leadership Forms	Referrals
Access	EDAD 586	LeMieux, Excel Ch. 2	Sharepoint
access test	EDF 507	Lemieux, excel chapter 1	SharePoint Drafts
Accounting	EDF 510	Lemieux, Semester Final	SnagIt Catalog
Accounting Program Reapproval	EDSE 512	Masters	Student to student
All favorites	Evaluation	My Albums	Sub Plans
Budget class	Excel	My Data Sources	Summit
budget info	Favorites	My Practice Files	TA
Cancer Project	FBLA	My Scans	Teacher appr
Clock Hours	Flash	OneNote Notebooks	Tech Liaison
CLSE	House SLC	Open house	Tech Prep Forms
Clubs	Icebreakers	Outlook	WASLettes
Culminating Project	Icebreakerss	Posters	Web Design
Differentiating instruction	Intro IT	PowerPoint	Web Design solution
EDAD 580	janel.lemieux's Music	PowerPoint1	Whs
EDAD 581	janel.lemieux's Pictures	Pro Cert2	Word
EDAD 582	janel.smith's Videos	Pro Cert- Janel LeMieux	Word Chapter 1

File name:	Presentation1
Save as type:	PowerPoint 97-2003 Presentation

Tools Open Cancel

① Type:

Internet Safety

② Click
"**Save**"
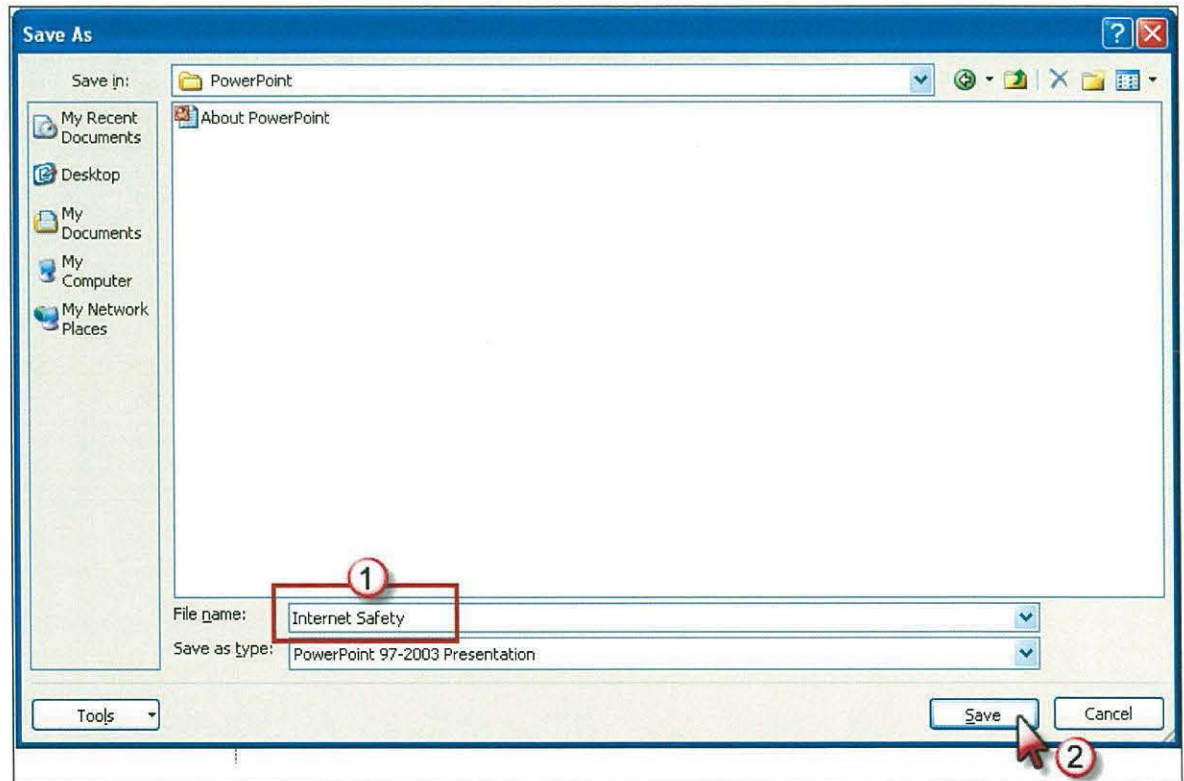
Save As	? ✕
Save in: 📁 PowerPoint	⌄

🞵 About PowerPoint

File name: [Internet Safety] ⌄

Save as type: PowerPoint 97-2003 Presentation ⌄

Tools ⌄ | Save | Cancel

Learning Objective:

The student will be able to apply a **theme** to a presentation

---

● **Click** "**Design**" on the Ribbon to display the Design tab

Internet Safety [Compatibility Mod

Home Insert **Design** Animations Slide Show Review View Add-Ins

Paste | New Slide ▾ | Layout / Reset / Delete | B I U abc S AV Aa | A |

Clipboard | Slides | Font | Paragraph

Slides ╲ Outline ╱ ✕
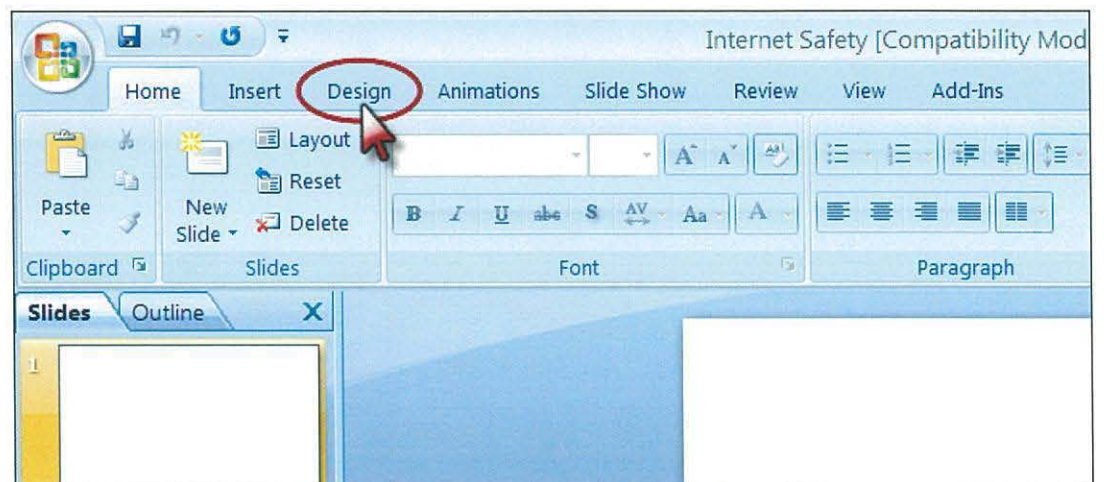
- **Click** the "More" button

- **Click** the "Urban" **theme**
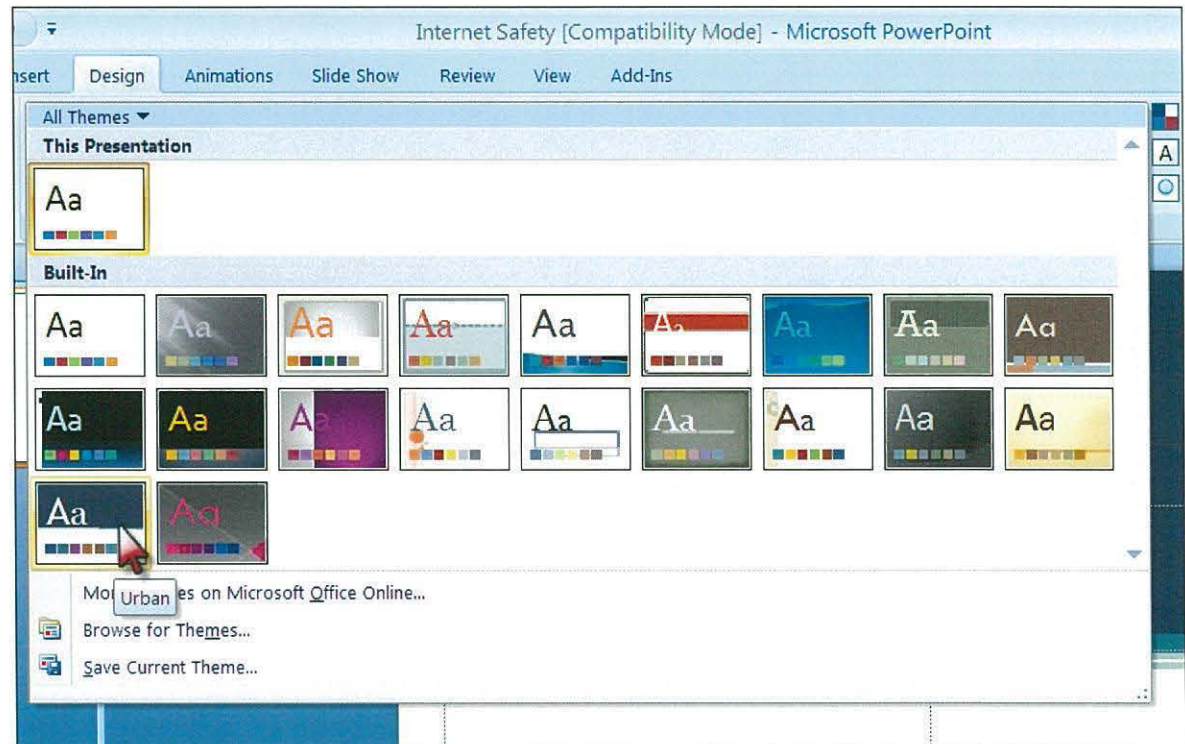
Learning Objective:

The student will be able to create a **title slide** and enter a **title** and **subtitle** to a slide

Title Slide

- **Click** the **title** text placeholder,
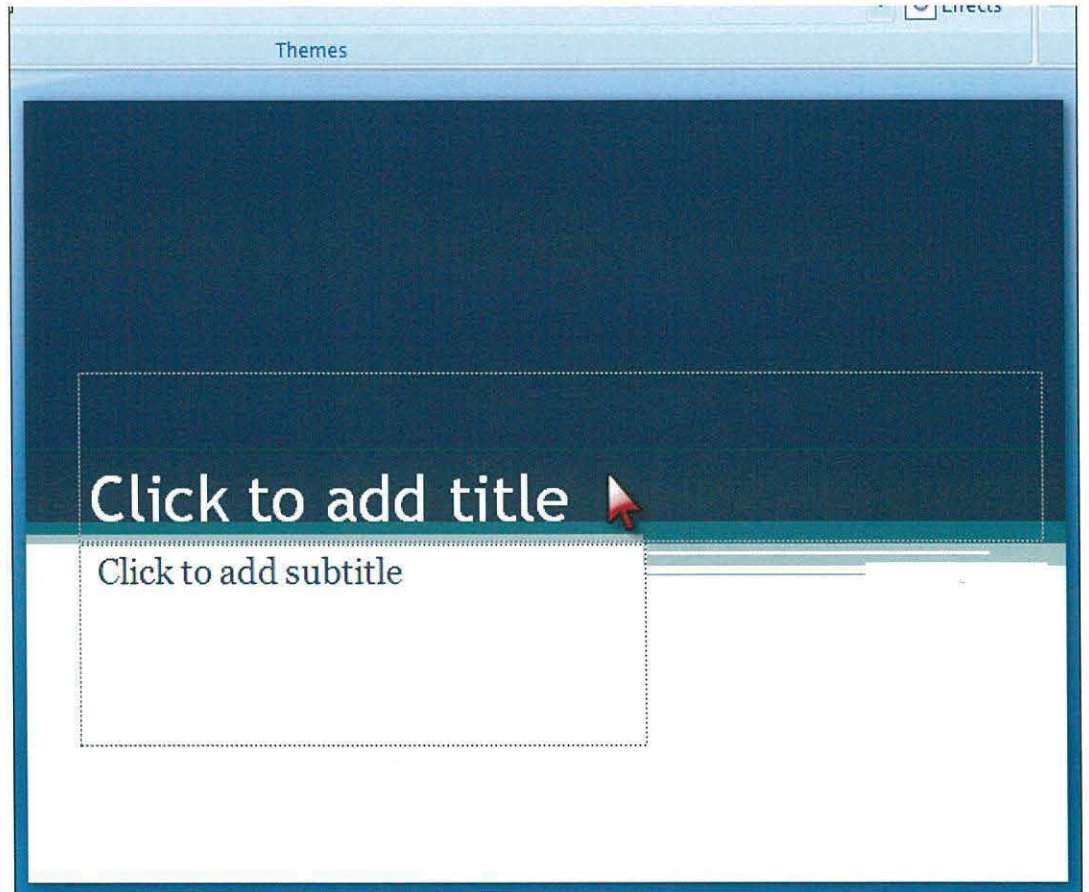
  "Click to add title"

- Type:

  Internet Safety
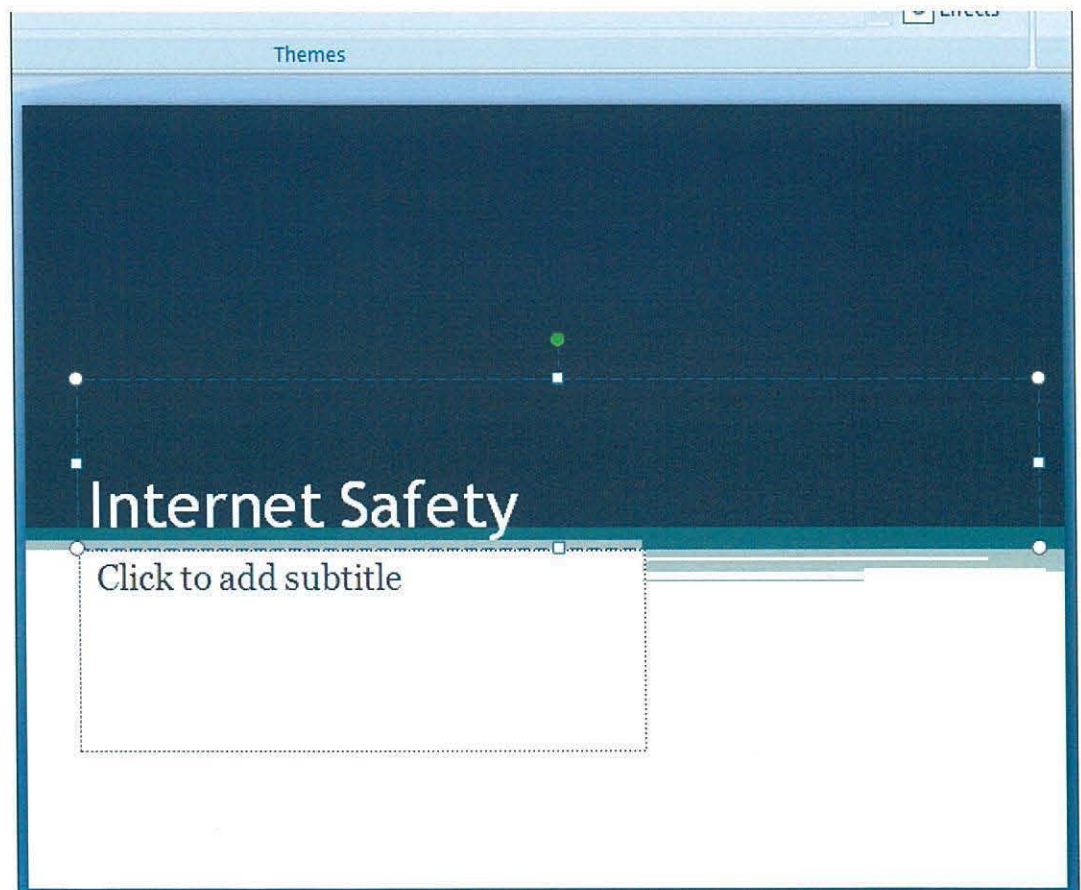
- **Click** the **subtitle** text placeholder "Click to add subtitle"
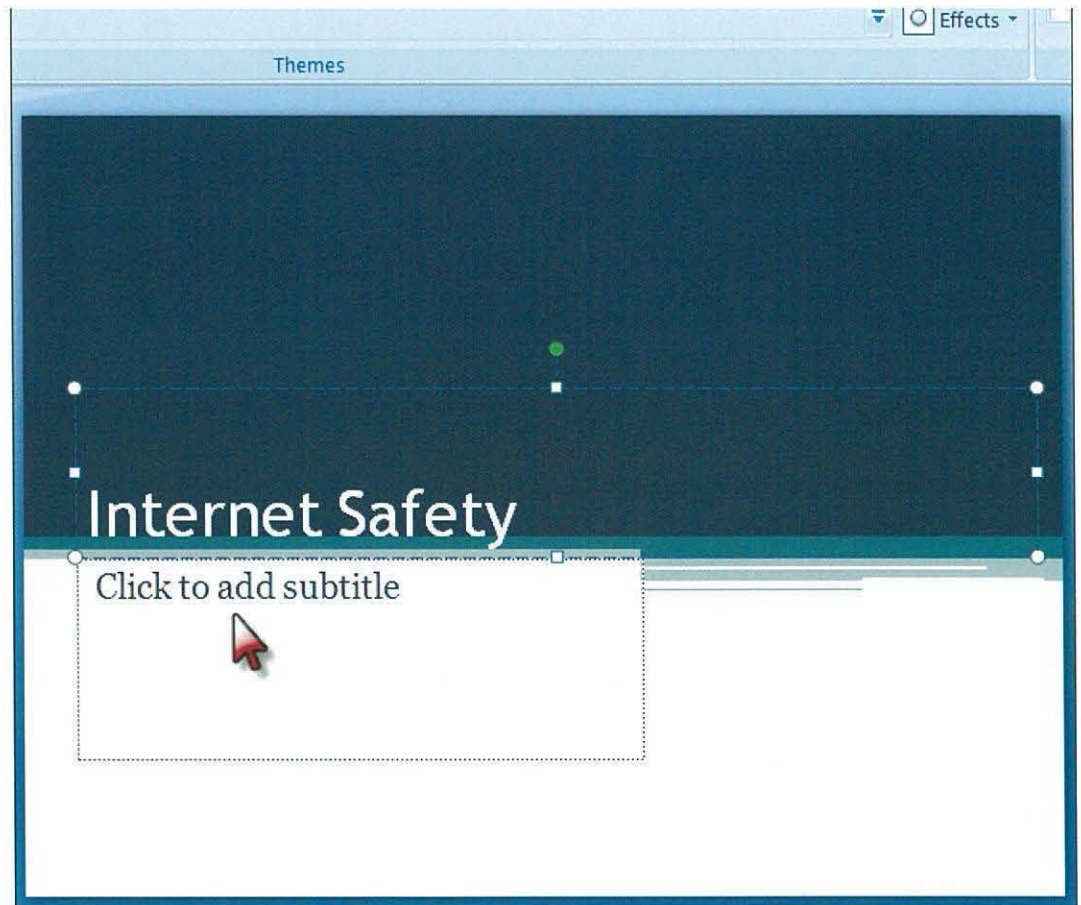
- Type:

  Online warnings
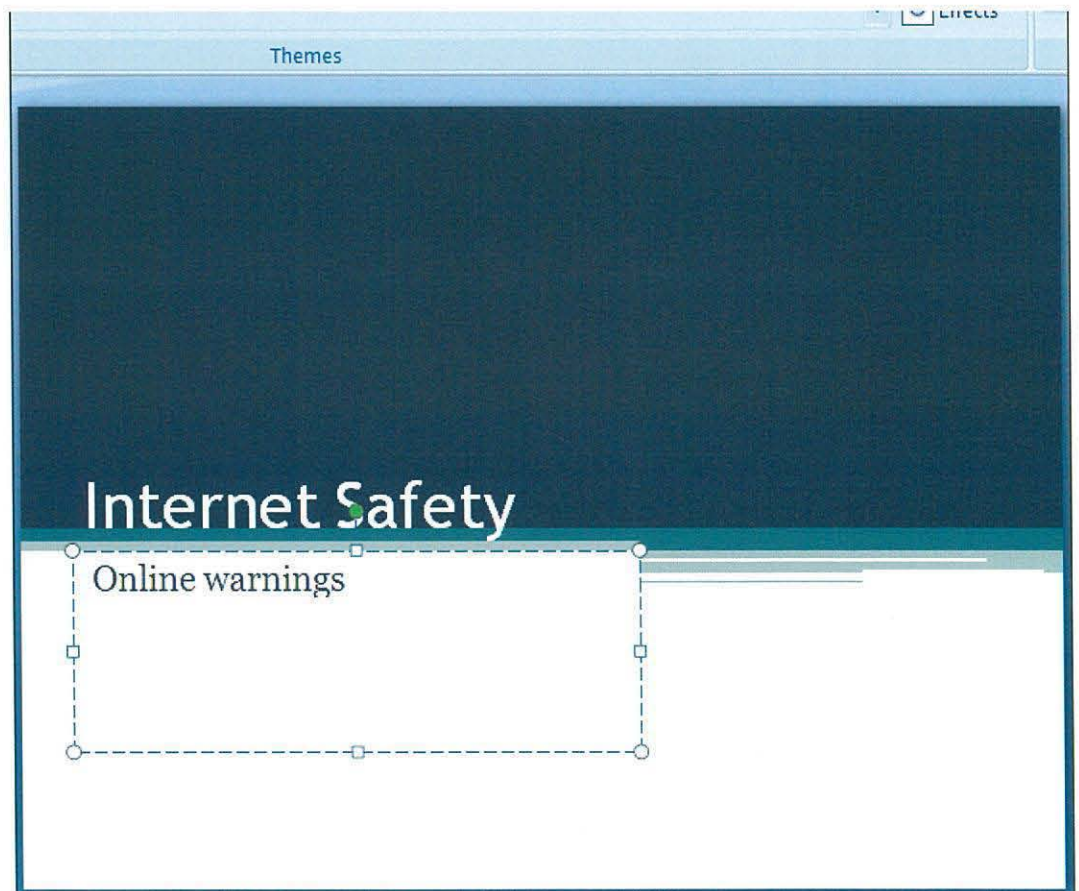
- Press the **ENTER** key on your keyboard to move to the next line

- Type:

By Student Name
(type your name)
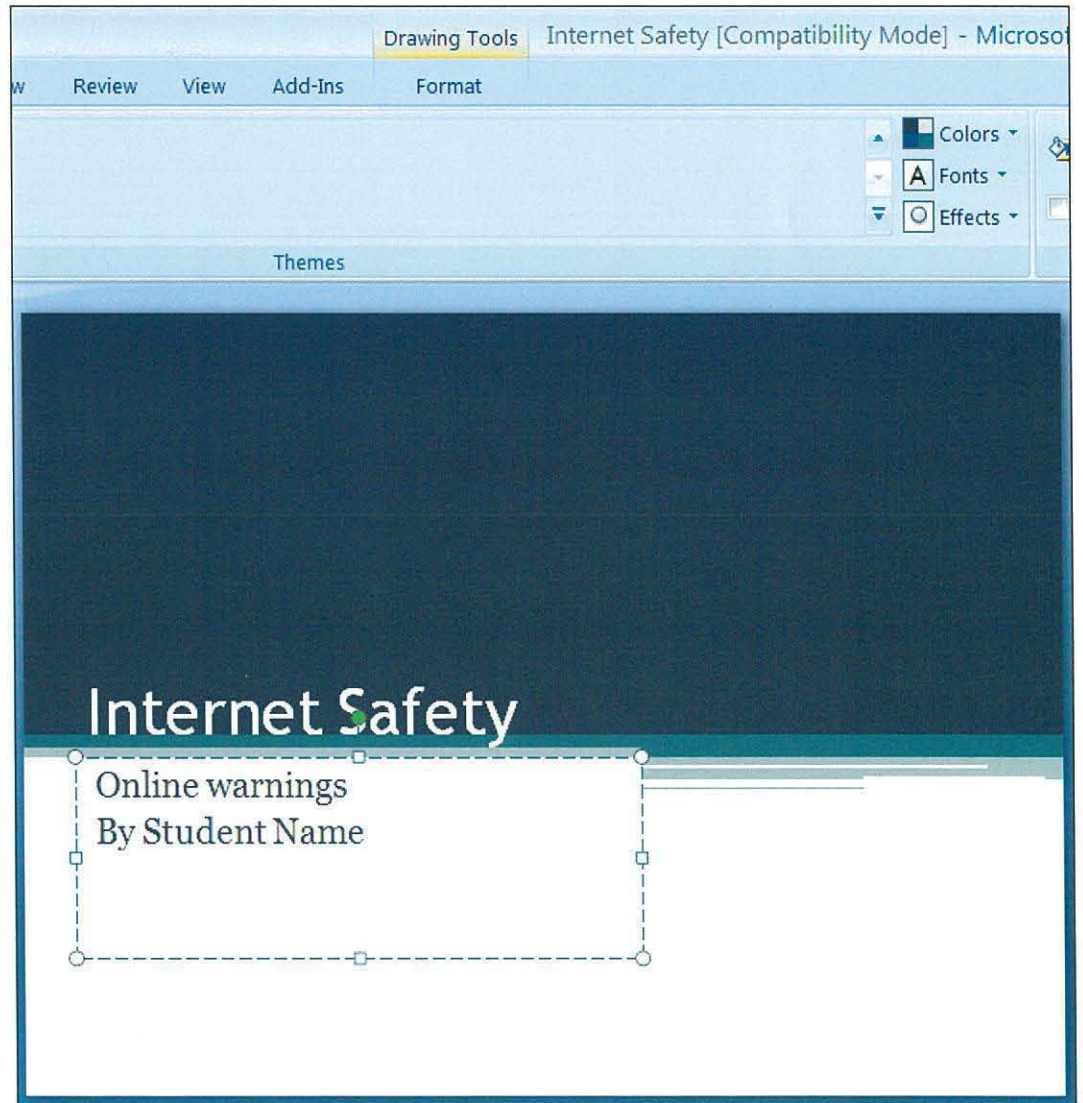
Learning Objective:

The student will be able to change **Font Size**   [11   ▾]

● Highlight the title

"Internet Safety"
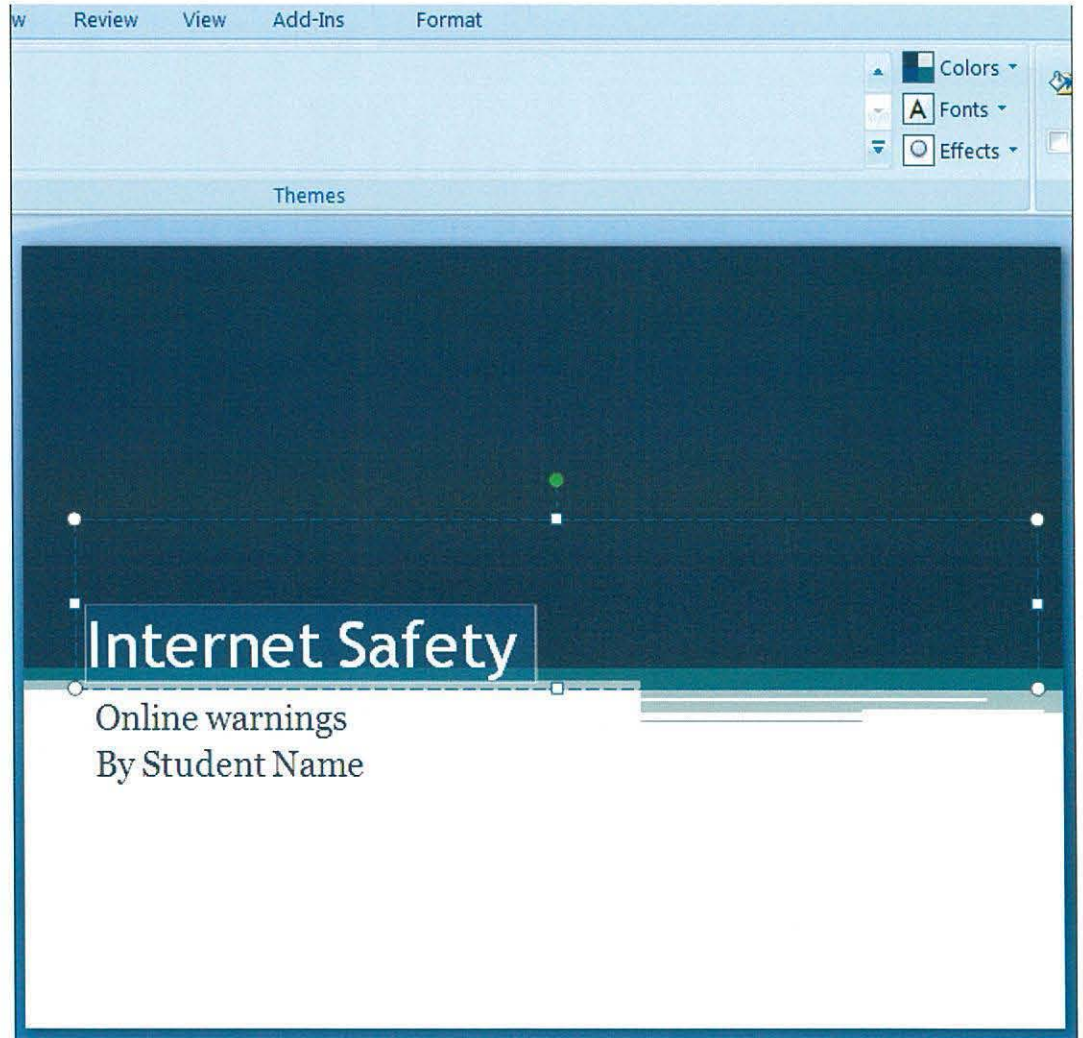
● **Click** "Home" on the Ribbon to display the Home tab
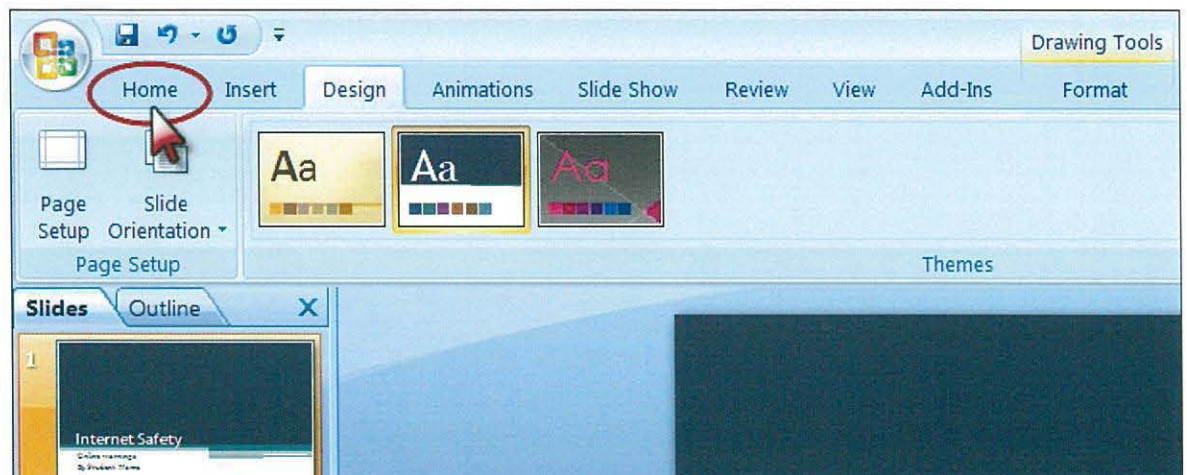
- With the text still highlighted

(1) **Click** the

Font Size box arrow

(2) **Click** "54"

This is how Slide 1 should look

Learning Objective:

The student will be able to **save** to current location 🖫

- **Click** the quick "**Save**" button 🖫 to save what you have done so far.

Learning Objective:
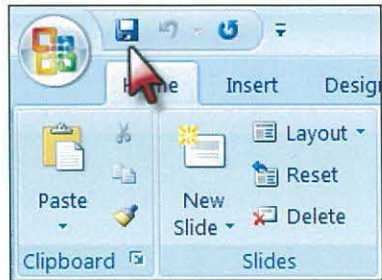
The student will be able to insert a **new slide** New Slide ▾

The student will be able to create a slide with a **title and content** layout

Title and Content

- **Click** "New Slide"

New Slide ▾

- **Click** the layout "**Title and Content**"
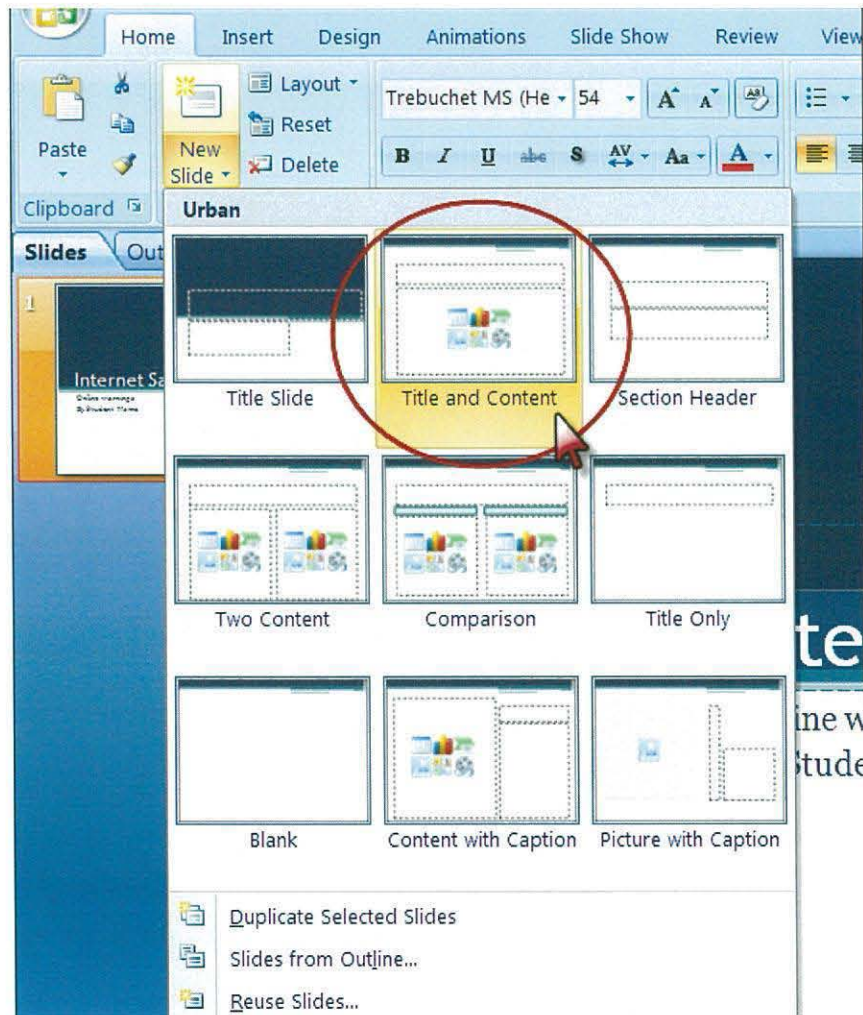
Now there are 2 slides in the presentation
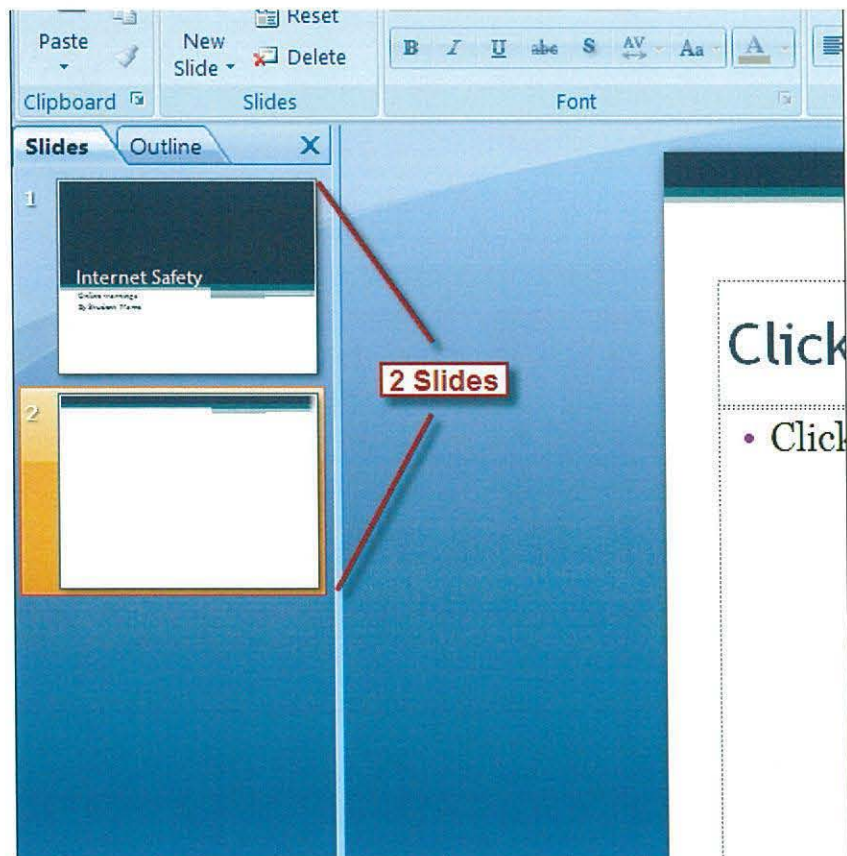
- **Click** the title placeholder
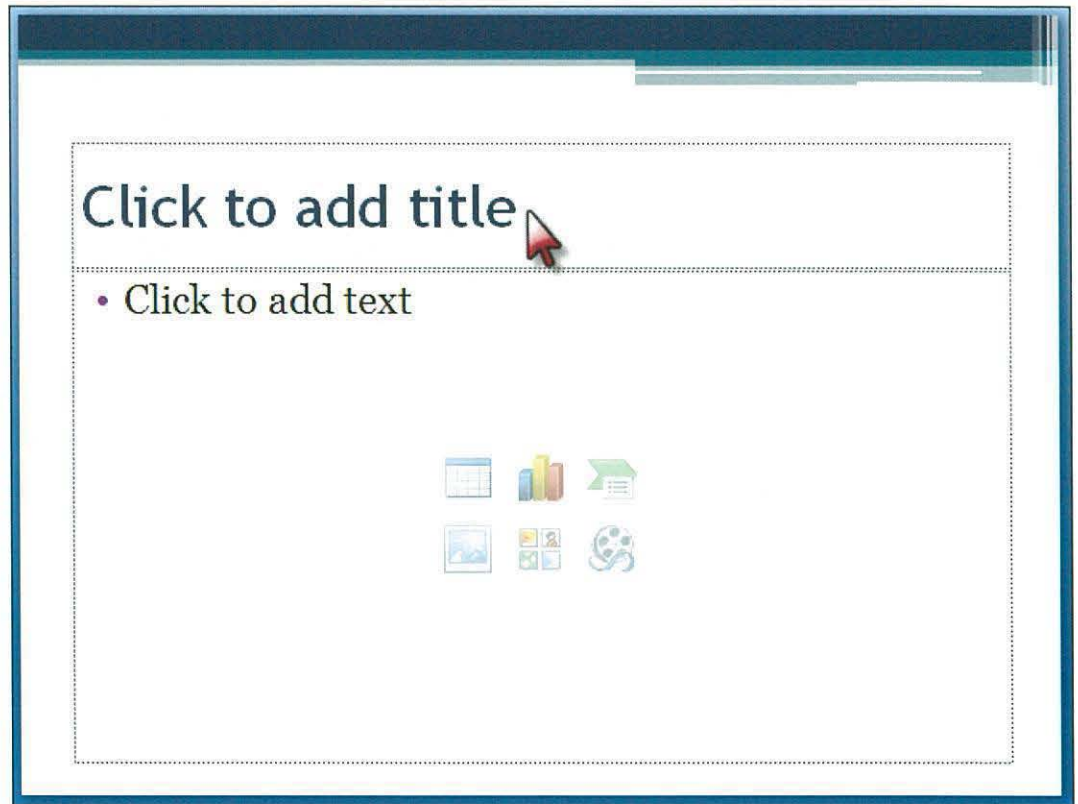
  "Click to add title"

- Type:

  Why All the Fuss?

- **Click** the text placeholder

  "Click to add text"

Why All the Fuss?
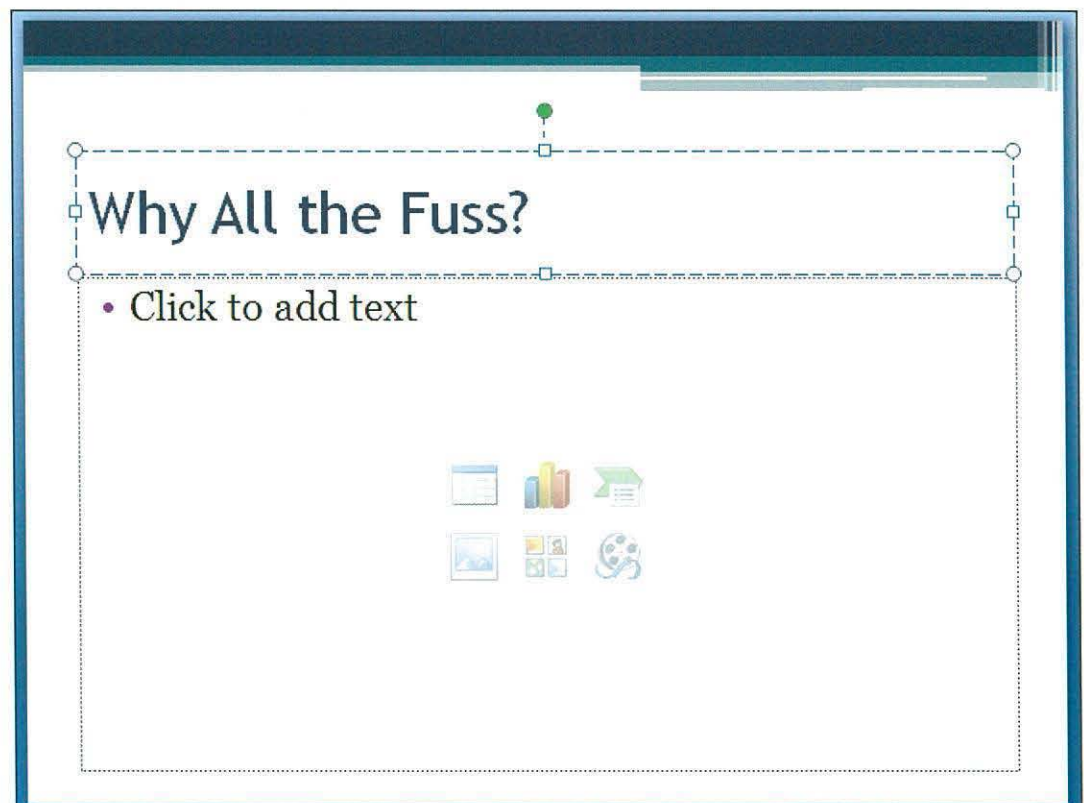
- Click to add text

- Type:

  Internet usage has increased

Why All the Fuss?
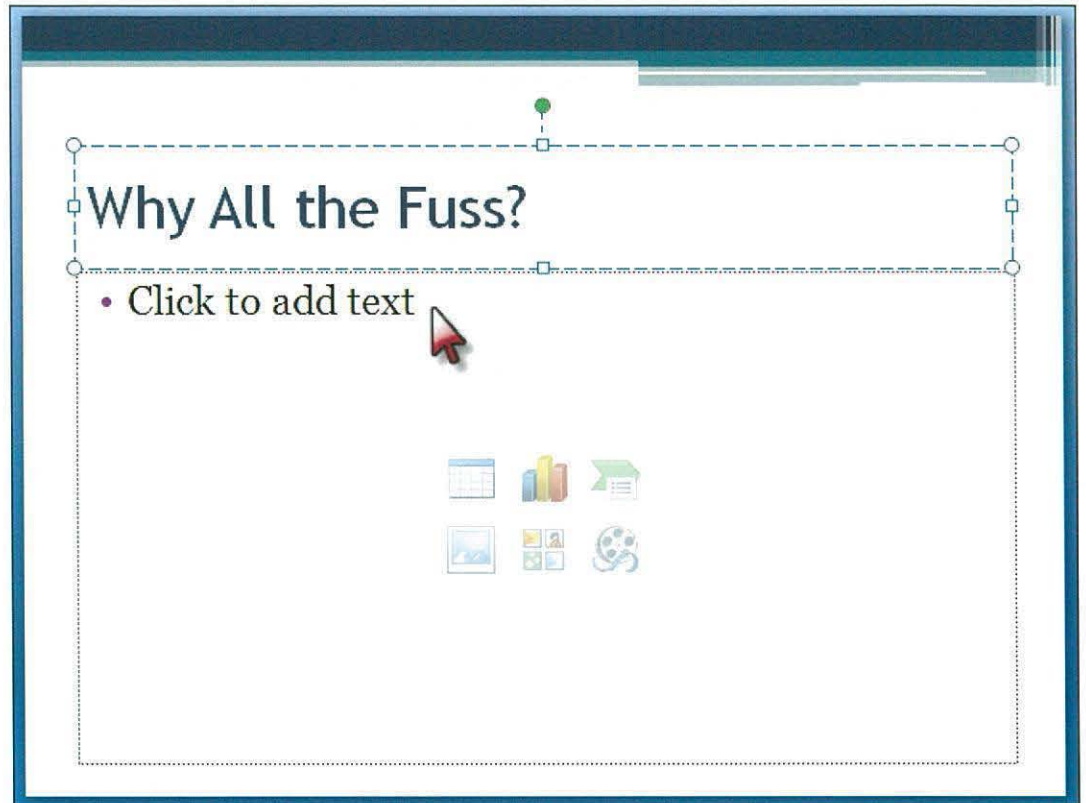
- Internet usage has increased
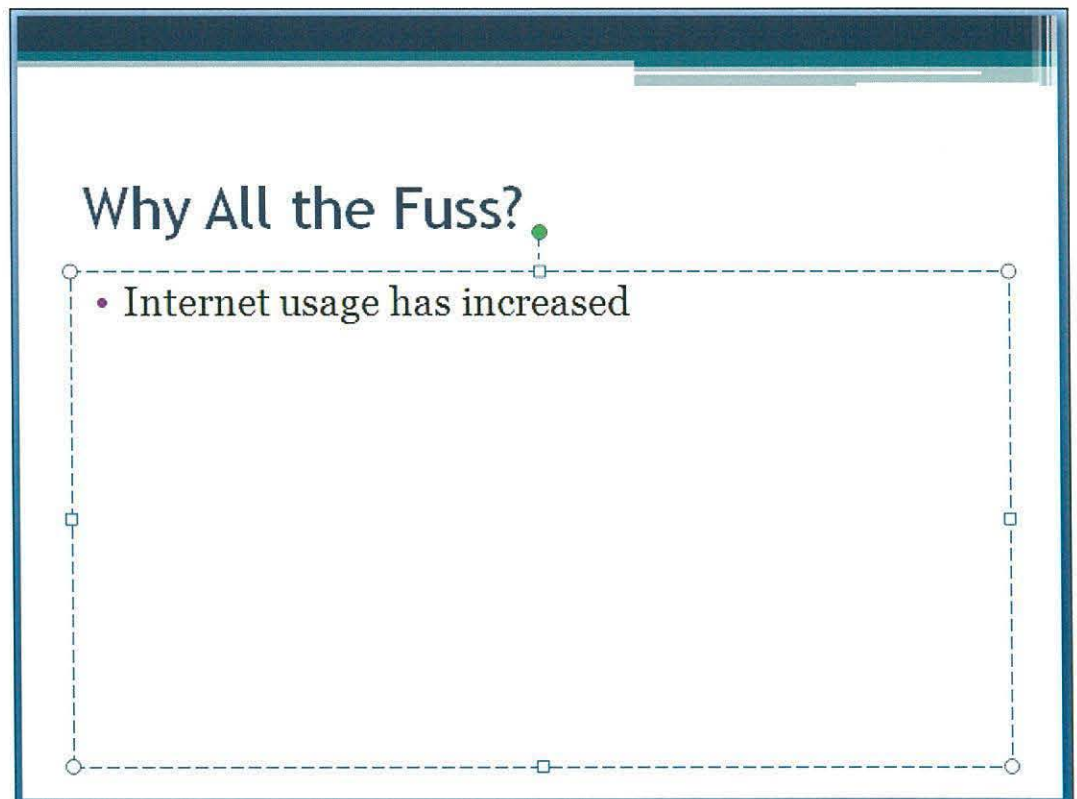
- Press the **ENTER** key on your keyboard to move to the next line

- Type:
  - **Online predators has grown**
  - **More unprofessional websites made**
  - **Hackers are getting creative**
  - **More access to personal finances**

Why All the Fuss?

- Internet usage has increased
- Online predators has grown [Enter]
- More unprofessional websites made [Enter]
- Hackers are getting creative [Enter]
- More access to personal finances

Learning Objective:

The student will be able to **save** to current location 💾

- **Click** the quick "**Save**" button 💾 to save what you have done so far.
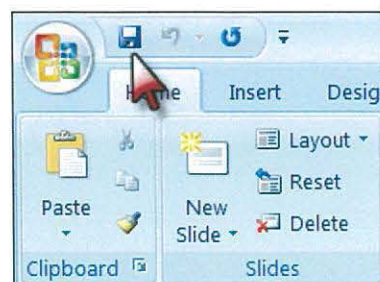
Learning Objective:

The student will be able to insert a **new slide**

The student will be able to create a slide with a **two content** layout

- **Click** "New Slide"
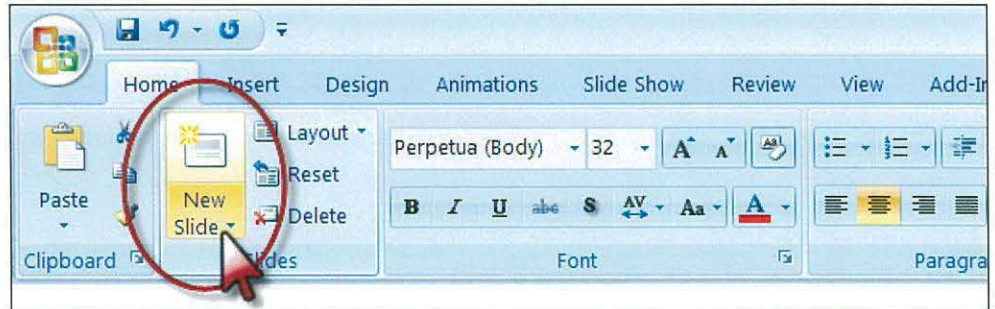
- **Click** the layout

  "Two Content"
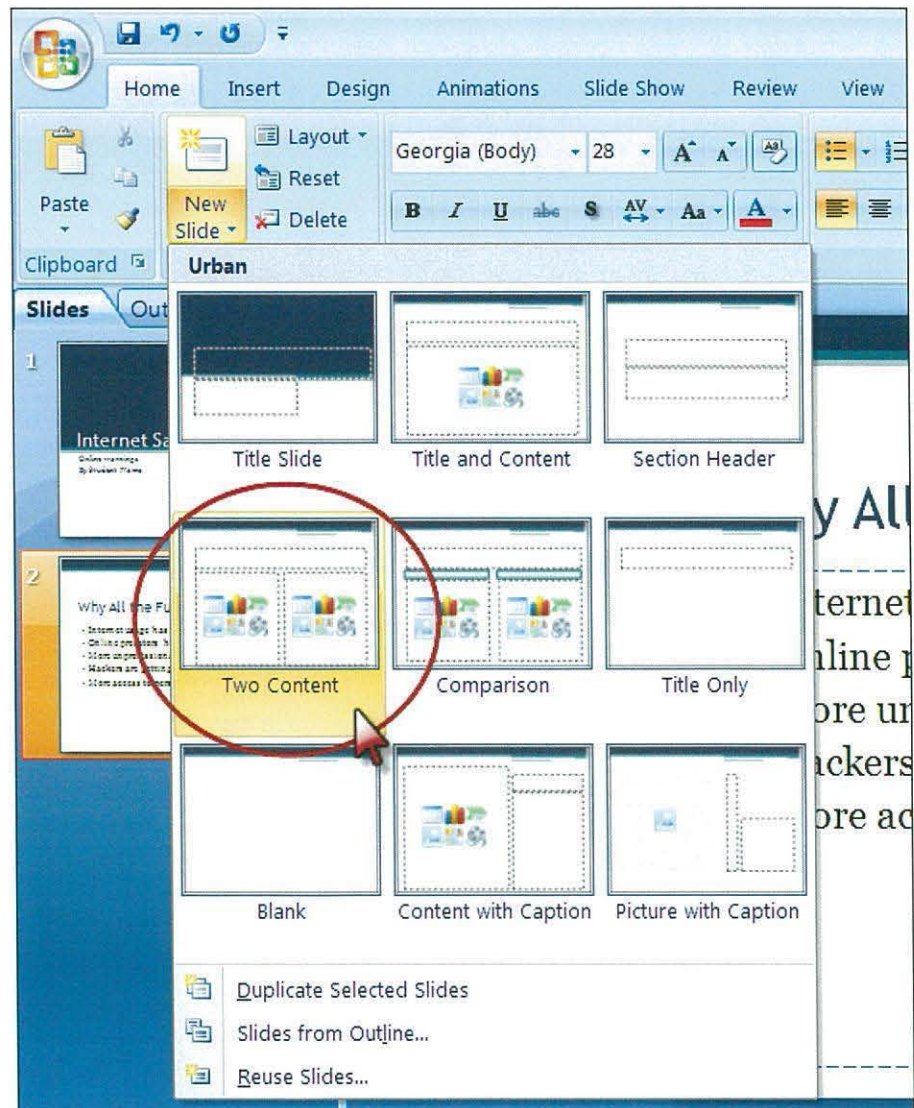
Now there are 3 slides
in the presentation
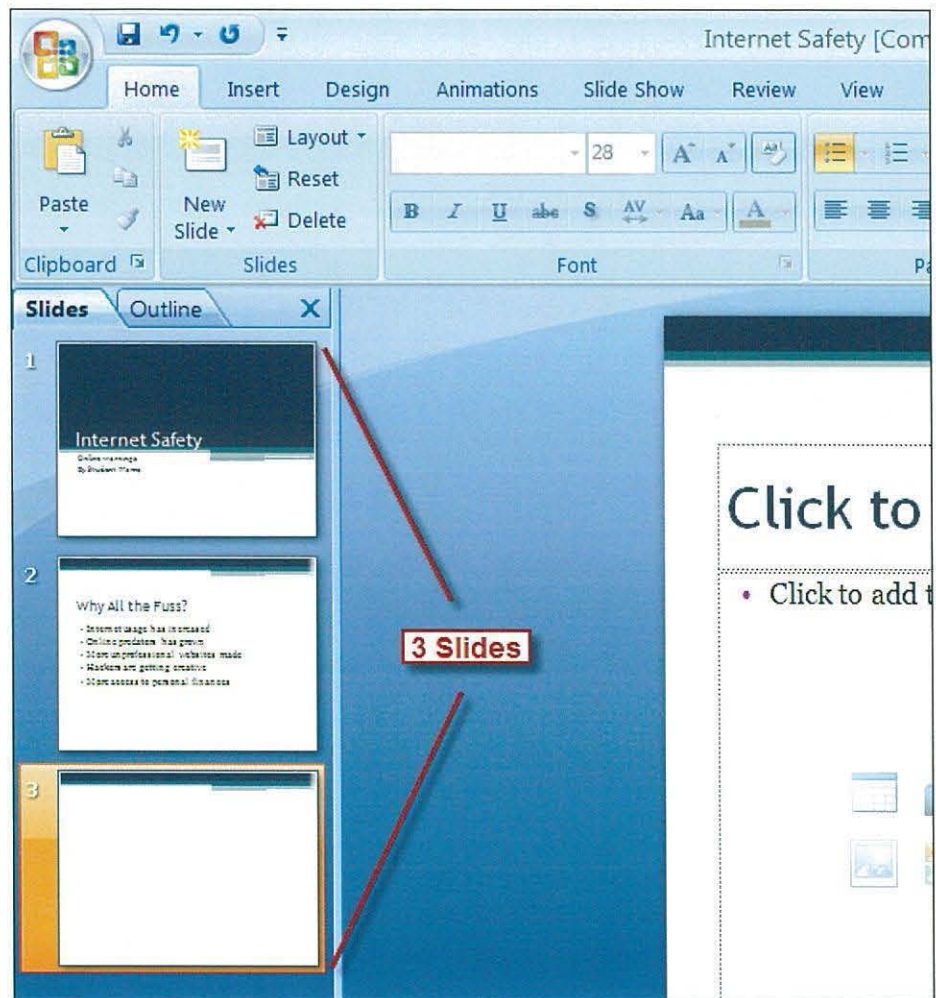
In the **title**
placeholder,

● Type:

Be Careful
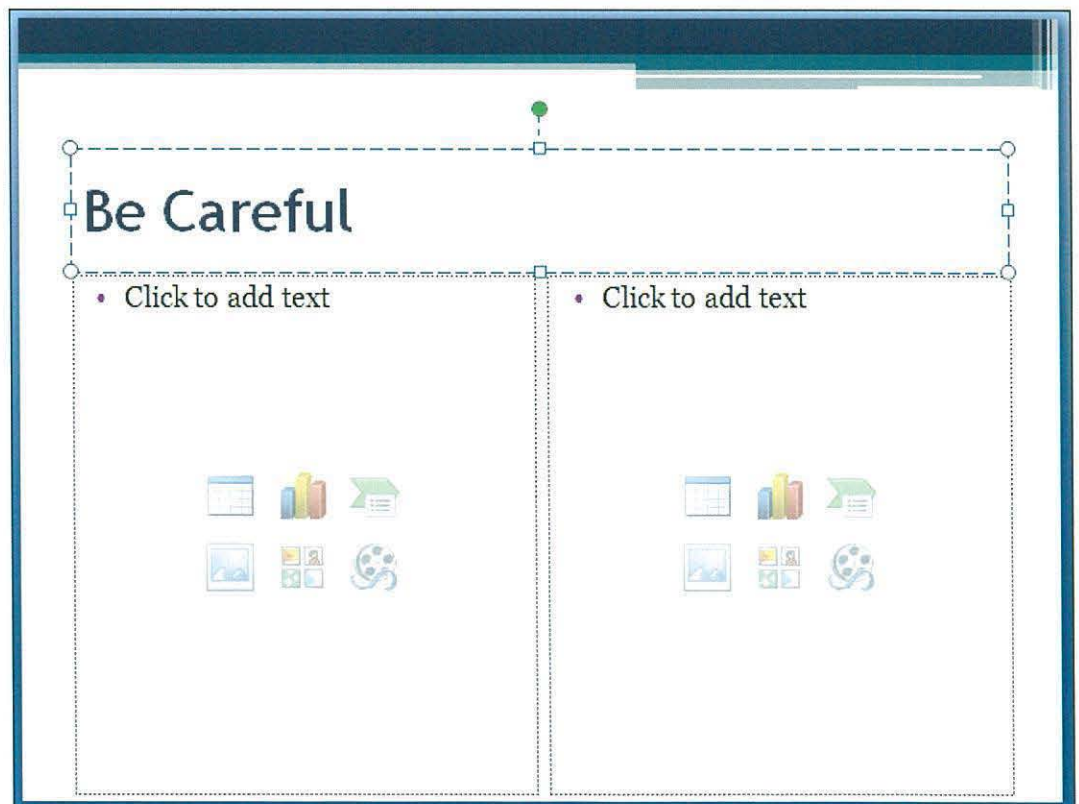
Click the left text placeholder
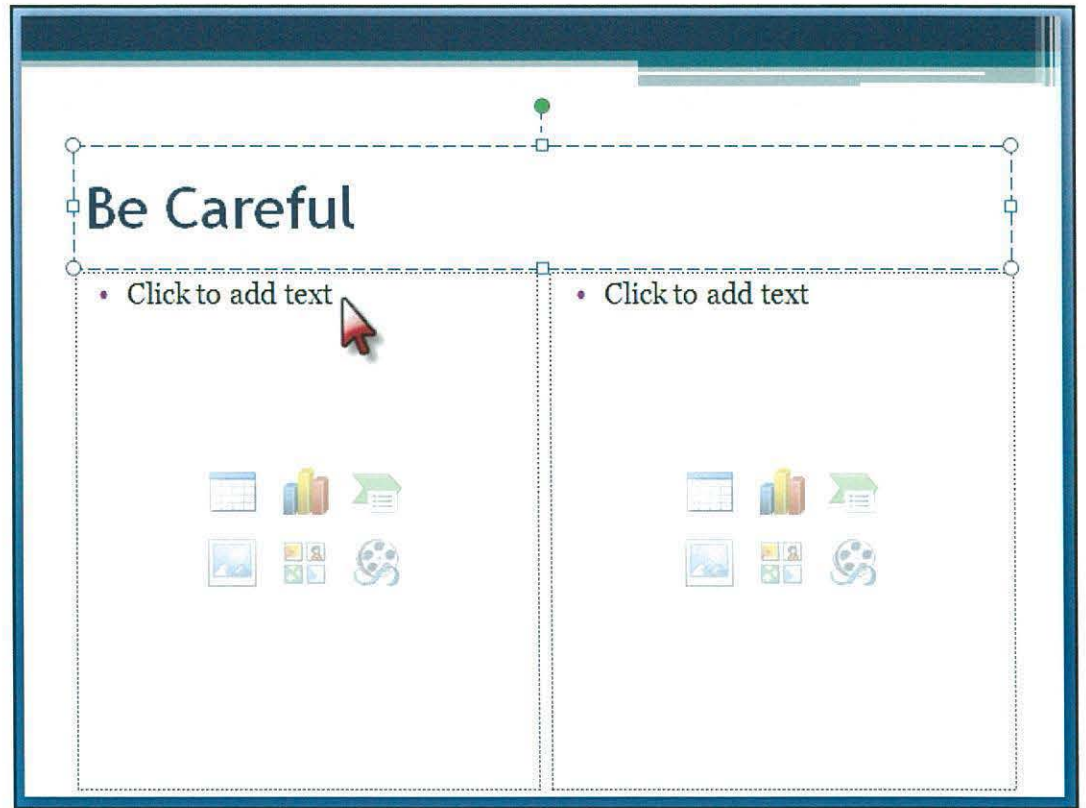
In the text placeholder,

- Type:
  - **Do not give personal information**

- Press **Enter**
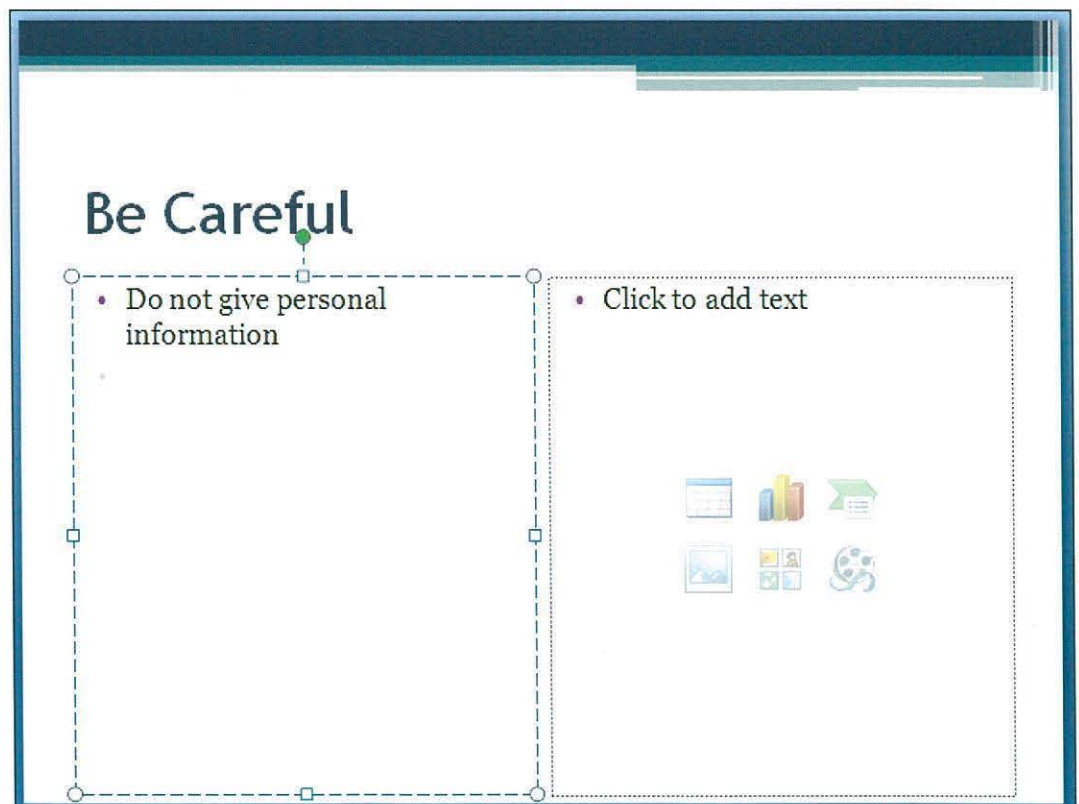
Learning Objective:

The student will be able to **increase list level**

The student will be able to **decrease list level**

- **Click** the "**Increase List Level**" button

- Type:
  - **Pictures**
- Press **Enter**

- Type:
  - **Full name**
  - **Where you live**
  - **Where you go to school**

- Press **Enter**
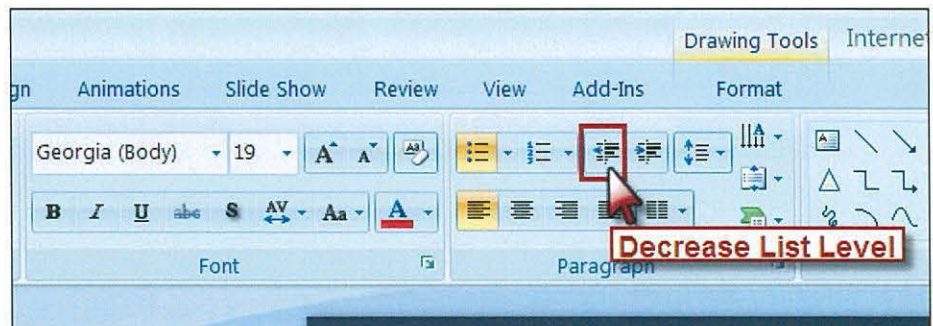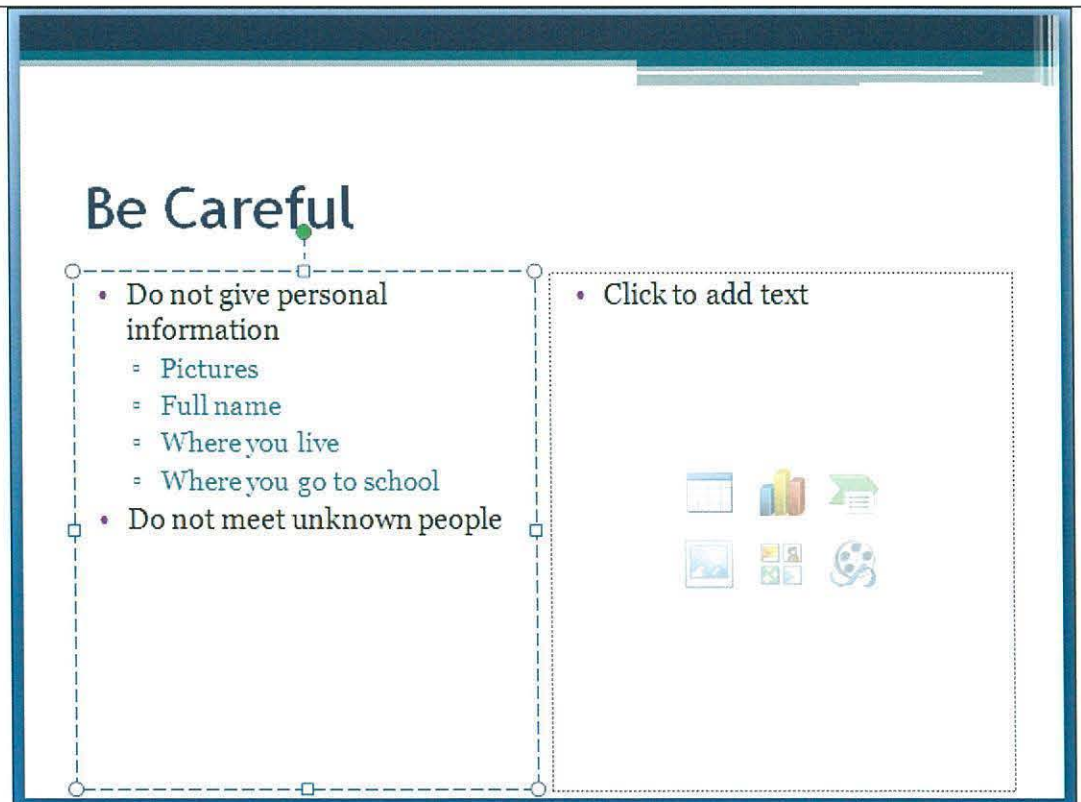
Be Careful

- Do not give personal information
  - Pictures
  - Full name **Enter**
  - Where you live **Enter**
  - Where you go to school **Enter**

- Click to add text

- **Click** the "**Decrease List Level**" button

Drawing Tools | Internet

gn | Animations | Slide Show | Review | View | Add-Ins | Format

Georgia (Body) | 19 | A A

B I U abc S AV Aa A

Decrease List Level

Font | Paragraph

- Type:
  - **Do not meet unknown people**

Be Careful

- Do not give personal information
  - Pictures
  - Full name
  - Where you live
  - Where you go to school
- Do not meet unknown people

- Click to add text

Learning Objective:

The student will be able to **save** to current location 🖫

- **Click** the quick "**Save**" button 🖫 to save what you have done so far.

Learning Objective:
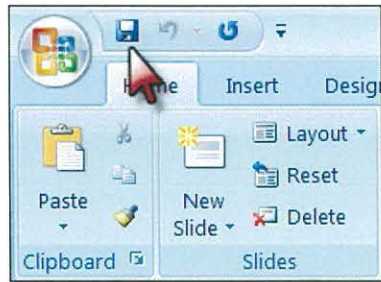
The student will be able to insert a **new slide** New Slide ▾

The student will be able to create a slide with a **title and content** layout

Title and Content

- **Click** "New Slide"

New Slide ▾

- **Click** the layout "**Title and Content**"
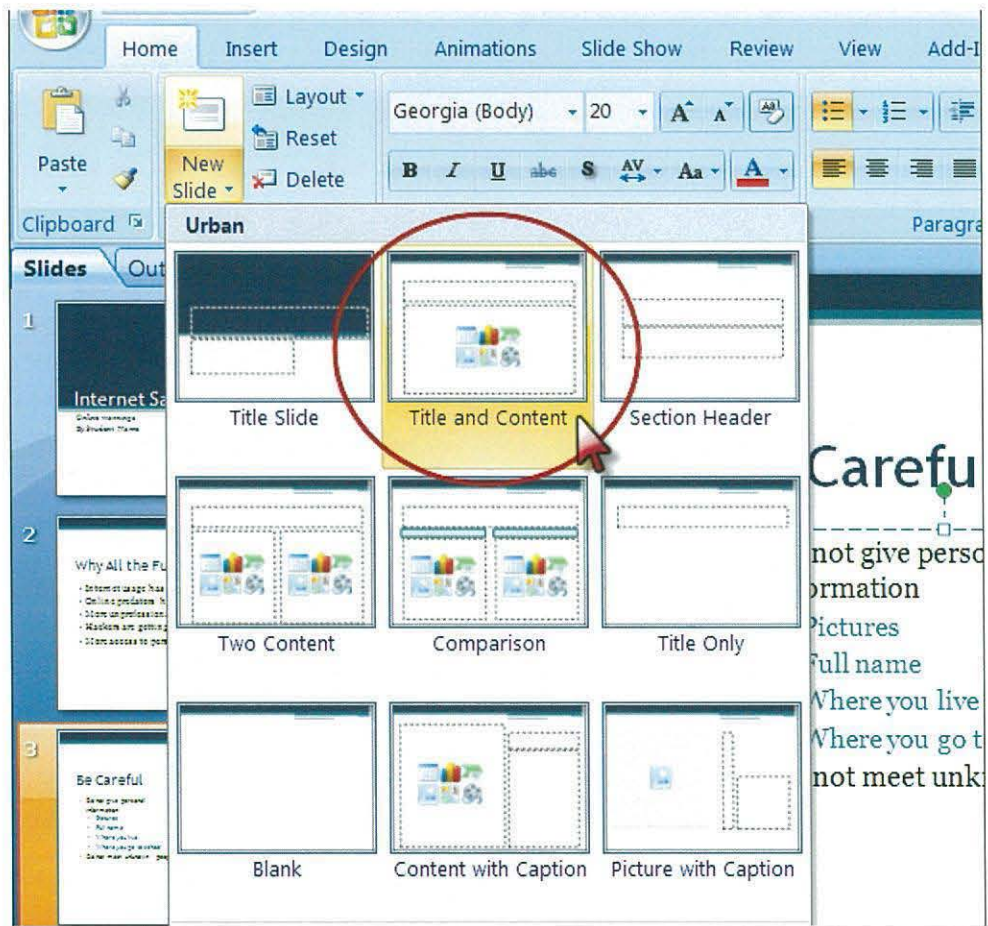
Now there are 4 slides in the presentation
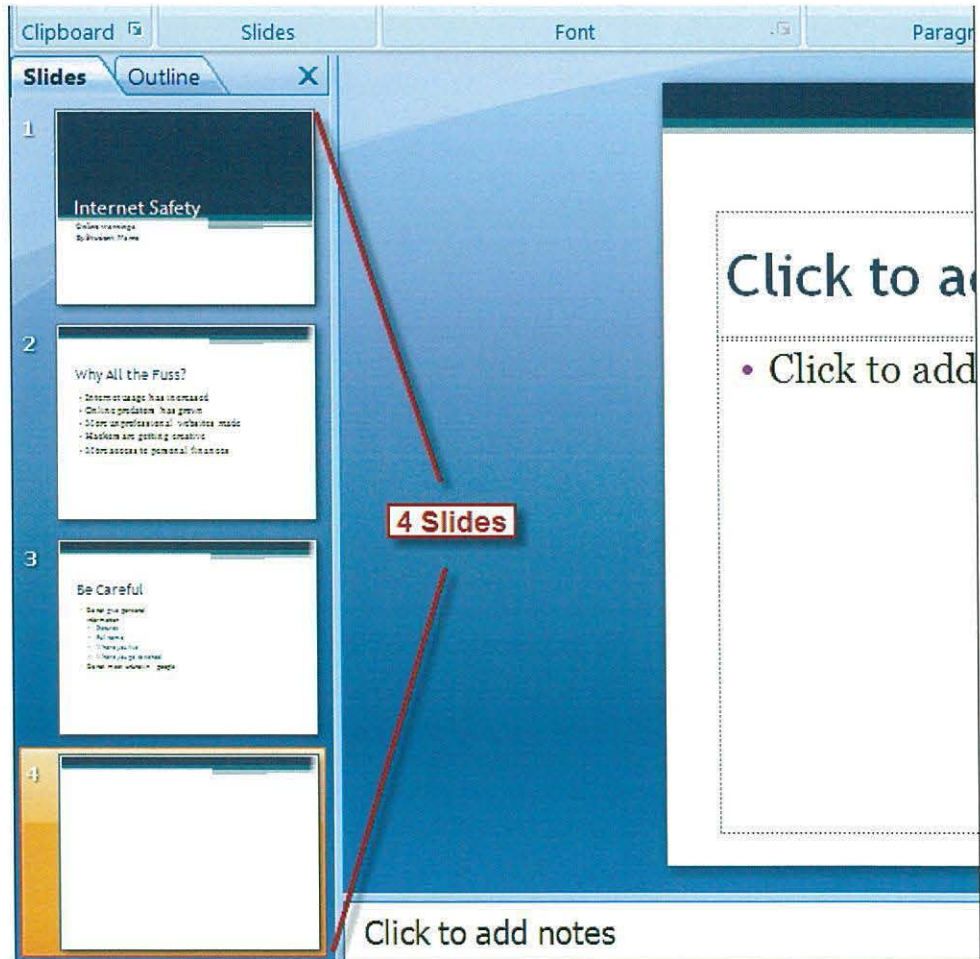
In the title placeholder,

- Type:

  Check Your Computer

Check Your Computer

- Click to add text
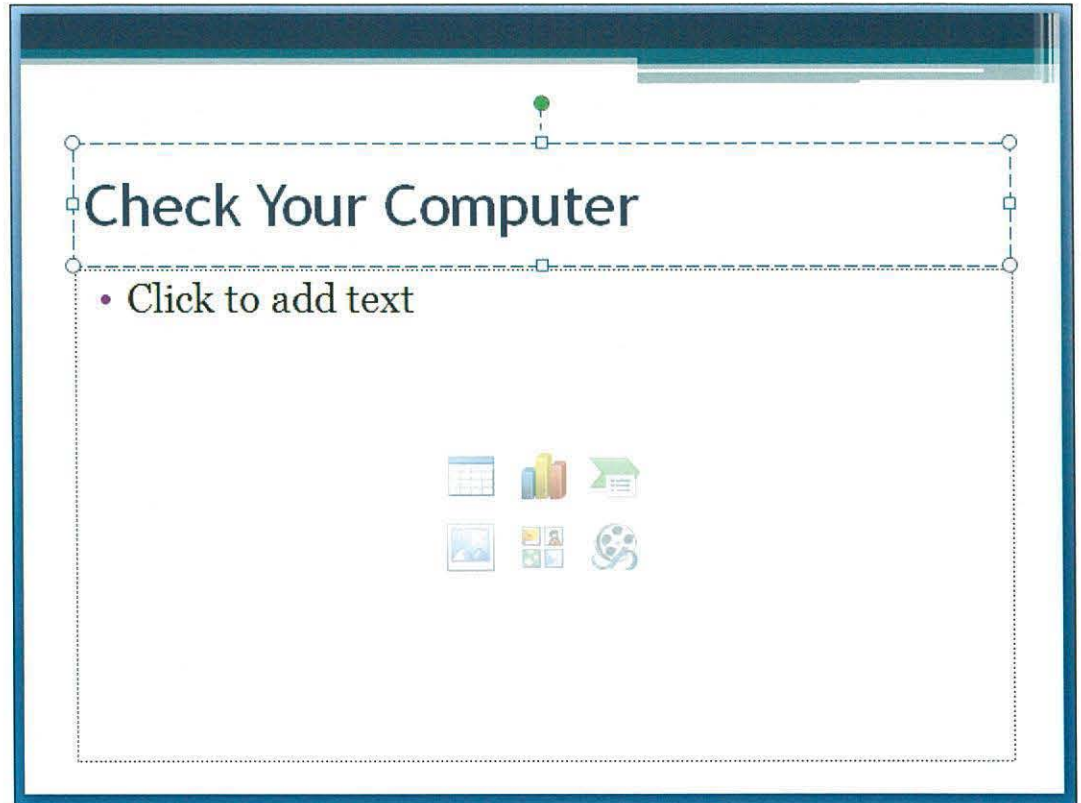
In the text placeholder,

- Type:

  - **Do you have an anti-virus program**
  - **Do you have a spyware program**
  - **What are your firewall settings?**
  - **Is your network secure?**

- Press **Enter**
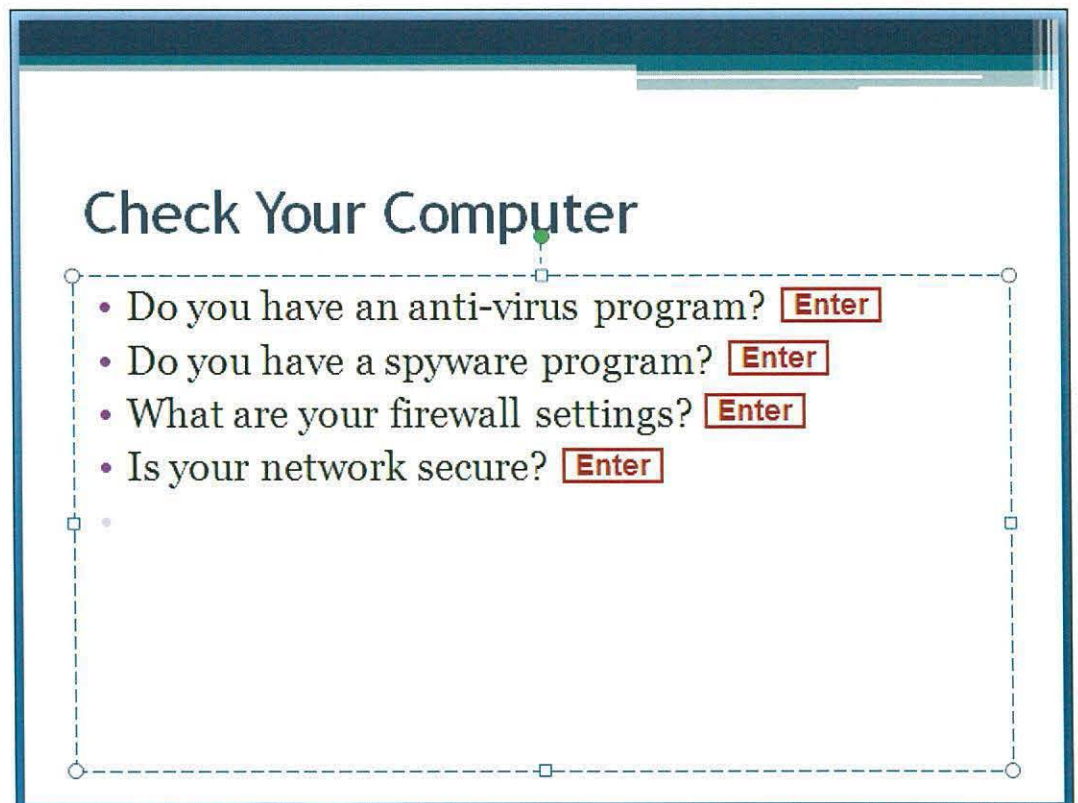
Check Your Computer

- Do you have an anti-virus program? `Enter`
- Do you have a spyware program? `Enter`
- What are your firewall settings? `Enter`
- Is your network secure? `Enter`

Learning Objective:

The student will be able to **increase list level**

- **Click** the **"Increase List Level"** button
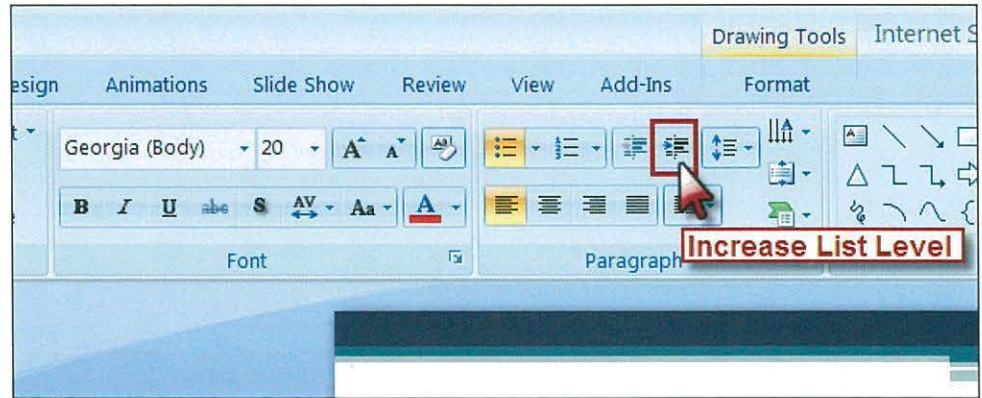
- Type:

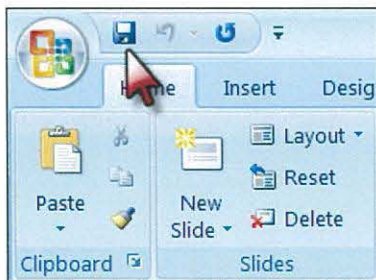 - **Password protect if networked**
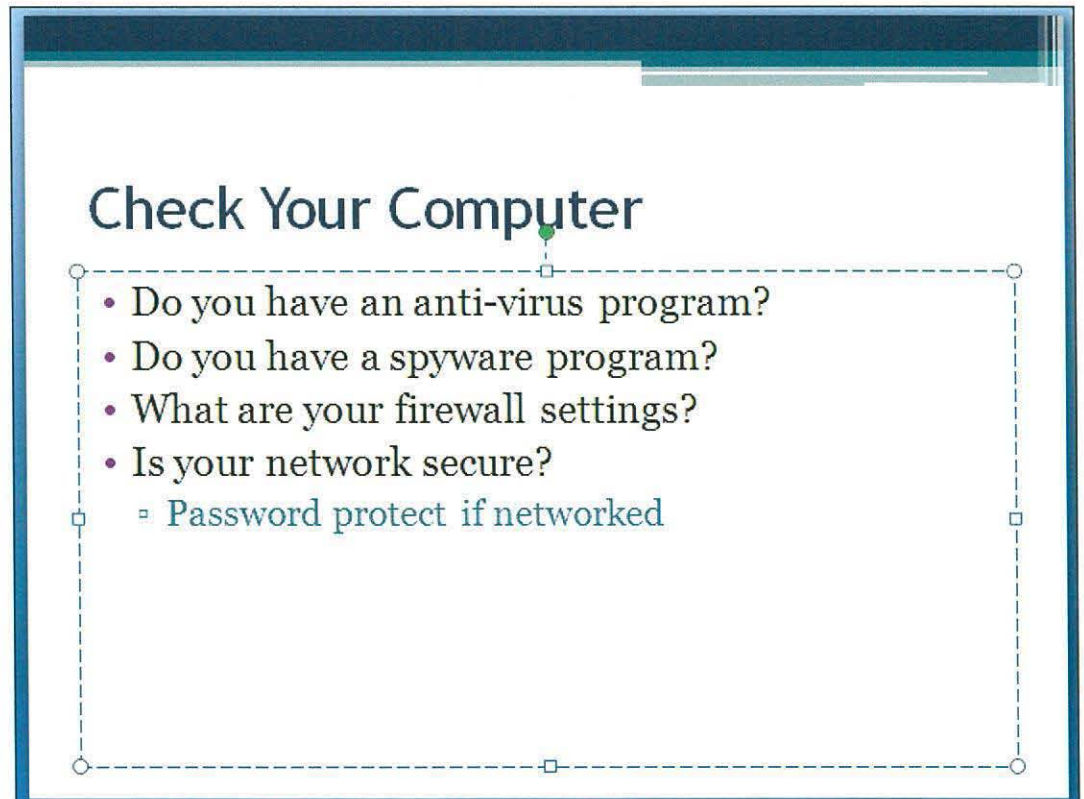
Learning Objective:

The student will be able to **save** to current location

- **Click** the quick "**Save**" button to save what you have done so far.
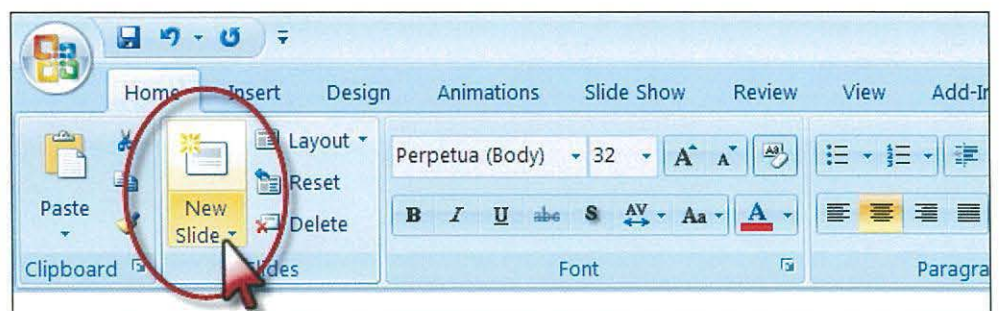

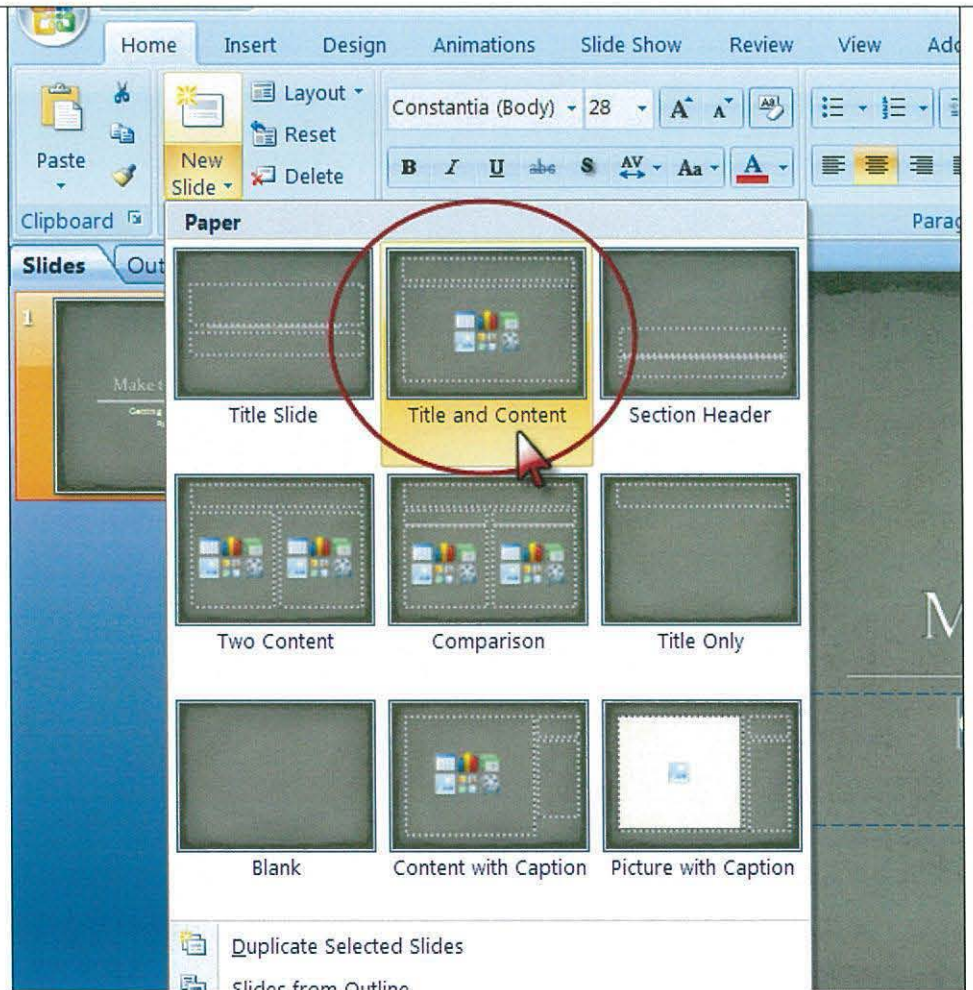## Learning Objective:

The student will be able to insert **Clip Art**

The student will be able to **move** Clip Art

The student will be able to **resize** Clip Art

- **Click** the **Slide 3** thumbnail in the Slides tab
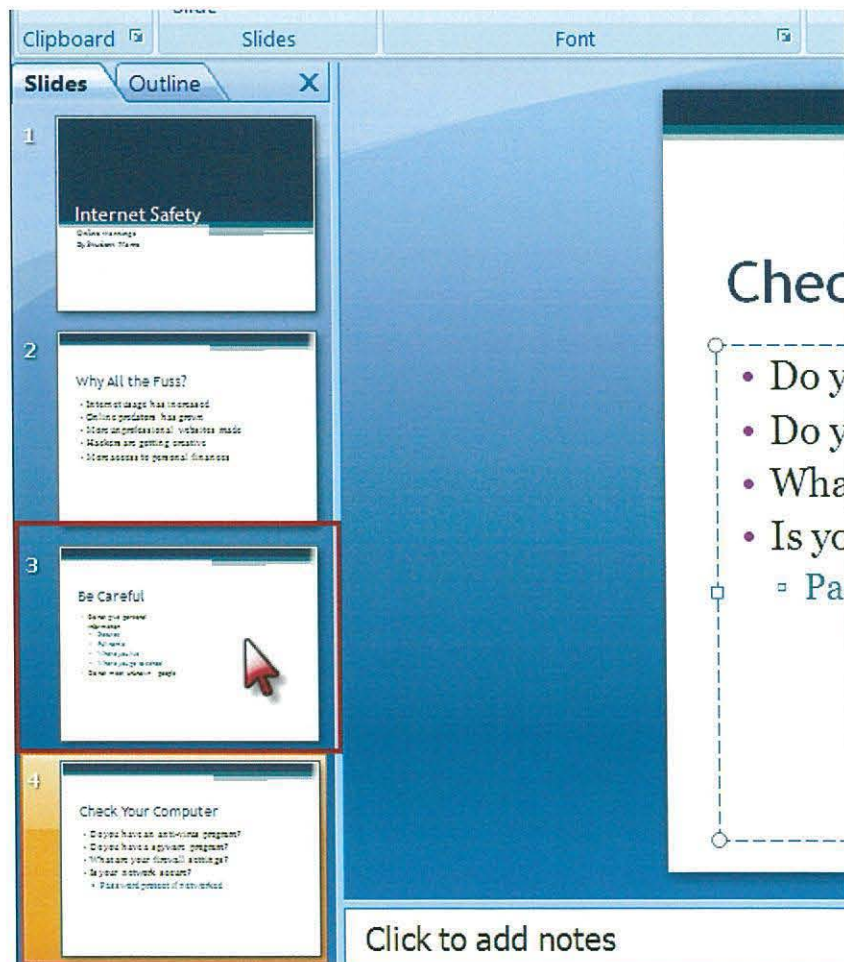
- **Click** the "**Clip Art**" button in the content placeholder

Be Careful

- Do not give personal information
  - Pictures
  - Full name
  - Where you live
  - Where you go to school
- Do not meet unknown people

- Click to add text

Clip Art

---

1 Type:

house

in the **"Search for:"** box
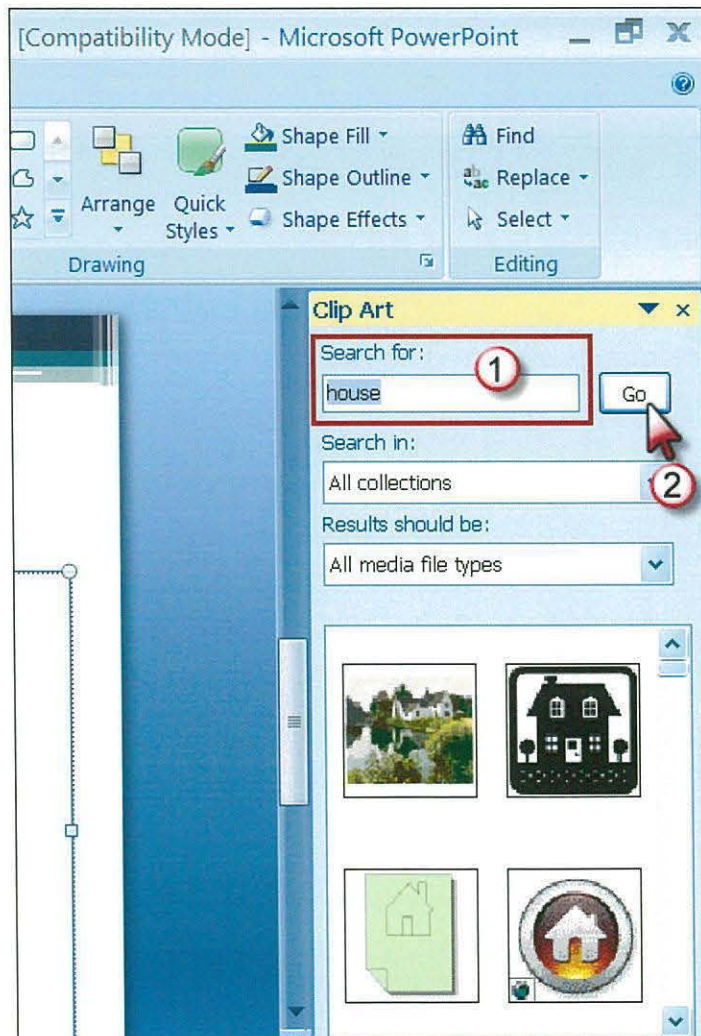
2 Click "Go"

[Compatibility Mode] - Microsoft PowerPoint

Shape Fill ▾   Find
Shape Outline ▾   Replace ▾
Arrange Quick   Shape Effects ▾   Select ▾
Styles ▾

Drawing   Editing

Clip Art   ▾ ×

Search for: **1**
house   Go

Search in: **2**
All collections

Results should be:
All media file types   ▾

- **Click** the clip art shown or a similar clip art picture if the circled one is not available.
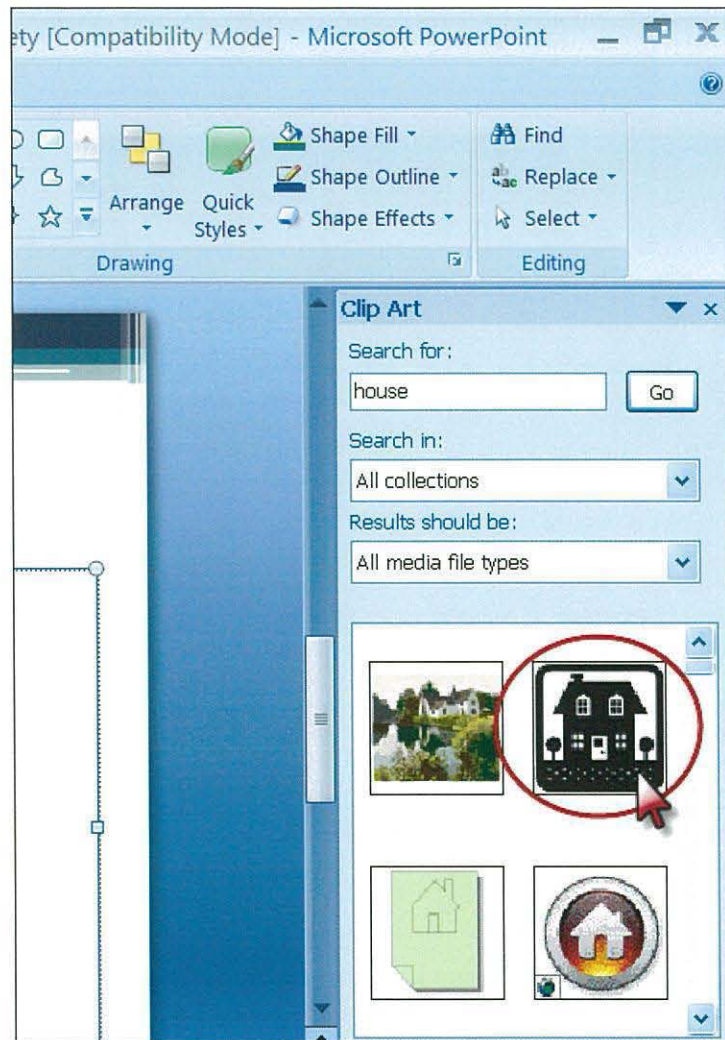
This is where the clip art picture is placed.

The next step is to resize it.

Drag the upper left sizing handle diagonally outward until the clip art is resized as shown.

Be Careful

- Do not give personal information
  - Pictures
  - Full name
  - Where you live
  - Where you go to school
- Do not meet unknown people

Sizing Handle

This is where the clip art picture is placed.

The next step is to move it.

Be Careful
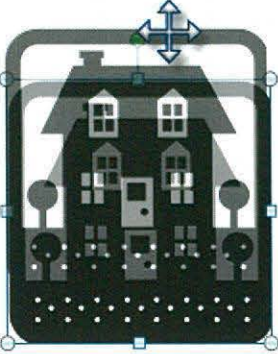
- Do not give personal information
  - Pictures
  - Full name
  - Where you live
  - Where you go to school
- Do not meet unknown people

- **Click**, hold down the mouse button, and drag the clip art up

Be Careful

- Do not give personal information
  - Pictures
  - Full name
  - Where you live
  - Where you go to school
- Do not meet unknown people

This is how slide 3 should look

Notice the 7 x 7 rule is followed

Only <u>7 lines</u> on the slide and no more than <u>7 words per line</u>

Be Careful

- Do not give personal information
  - Pictures
  - Full name
  - Where you live
  - Where you go to school
- Do not meet unknown people

- **Click** the "**Close**"
  button to exit clip
  art
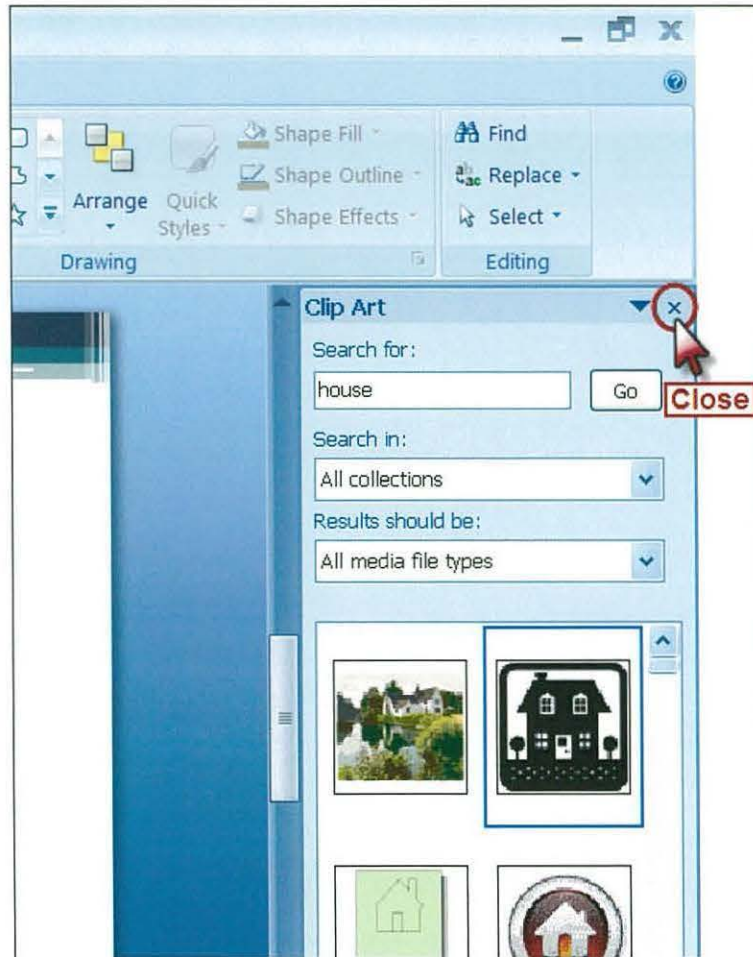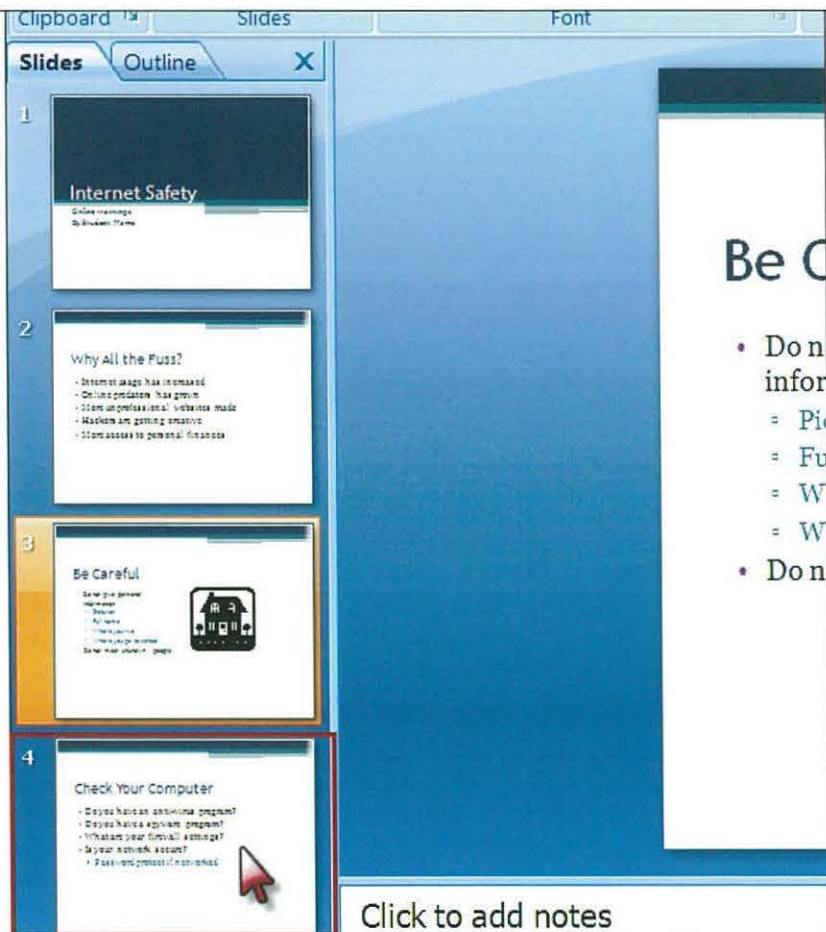
  ×

- **Click** the **Slide 4**
  thumbnail in the
  Slides tab

Learning Objective:

The student will be able to insert **Clip Art**

The student will be able to **move** Clip Art

The student will be able to **resize** Clip Art

● **Click** "**Insert**" on the Ribbon
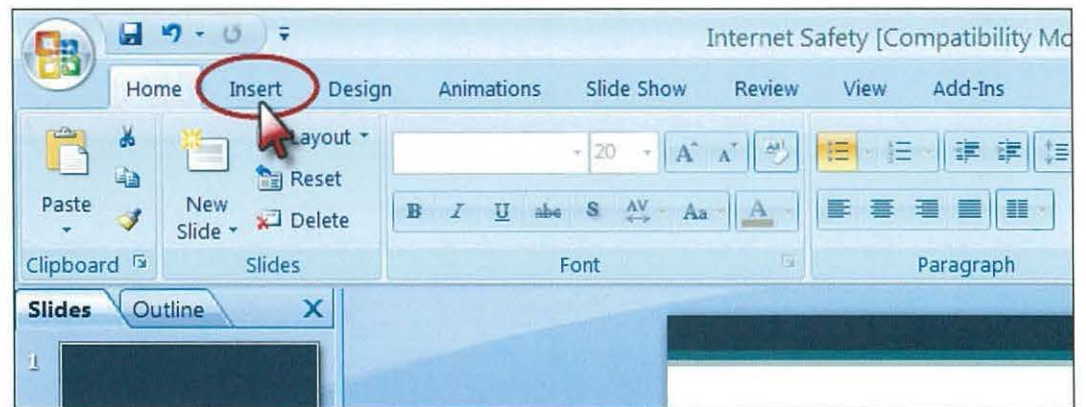
● **Click** the "**Clip Art**" button
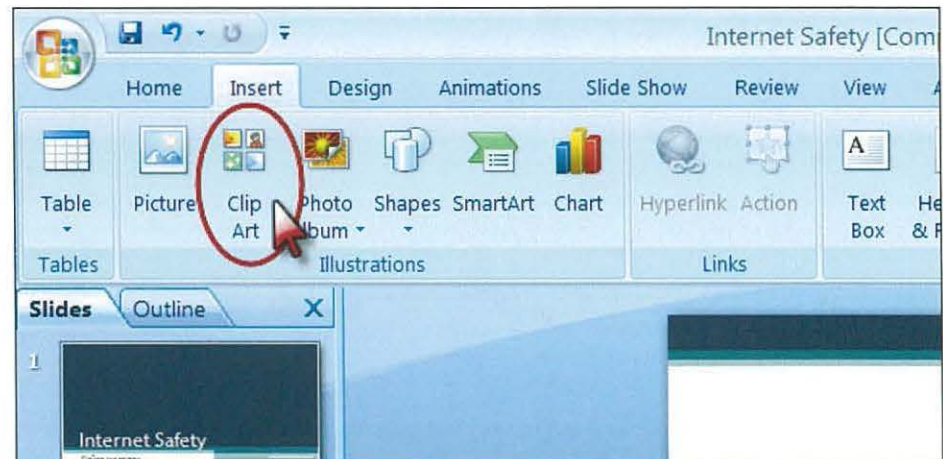
① Type: <u>**virus**</u>

in the **"Search for:"** box
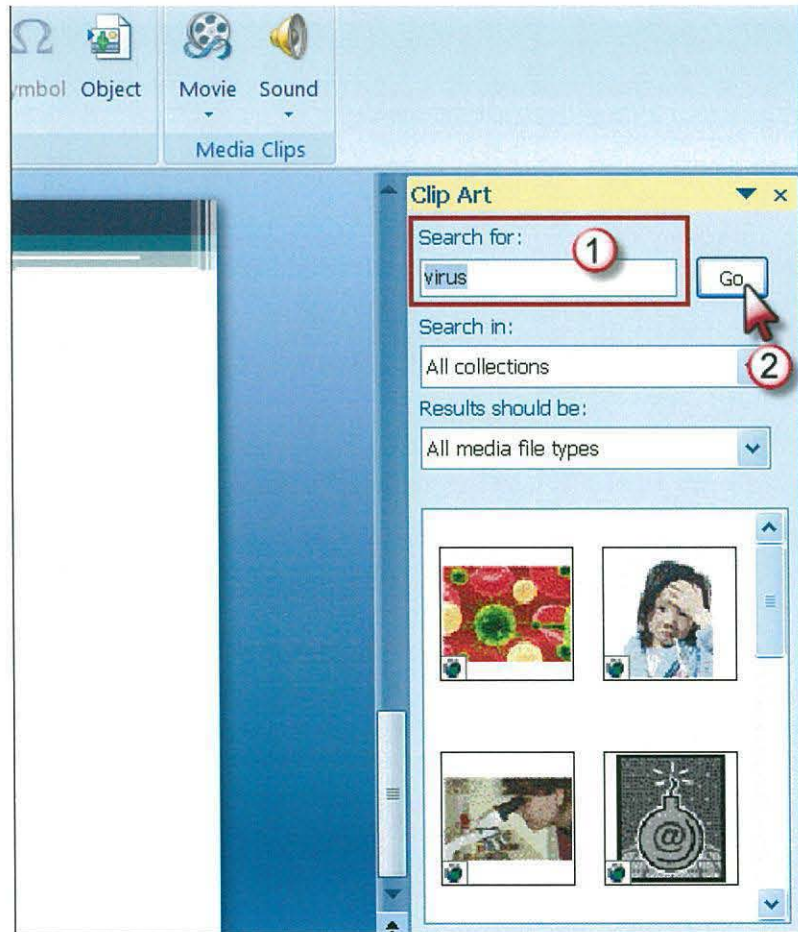
② **Click** "Go"

Click the clip art shown or a similar clip art picture if the circled one is not available.
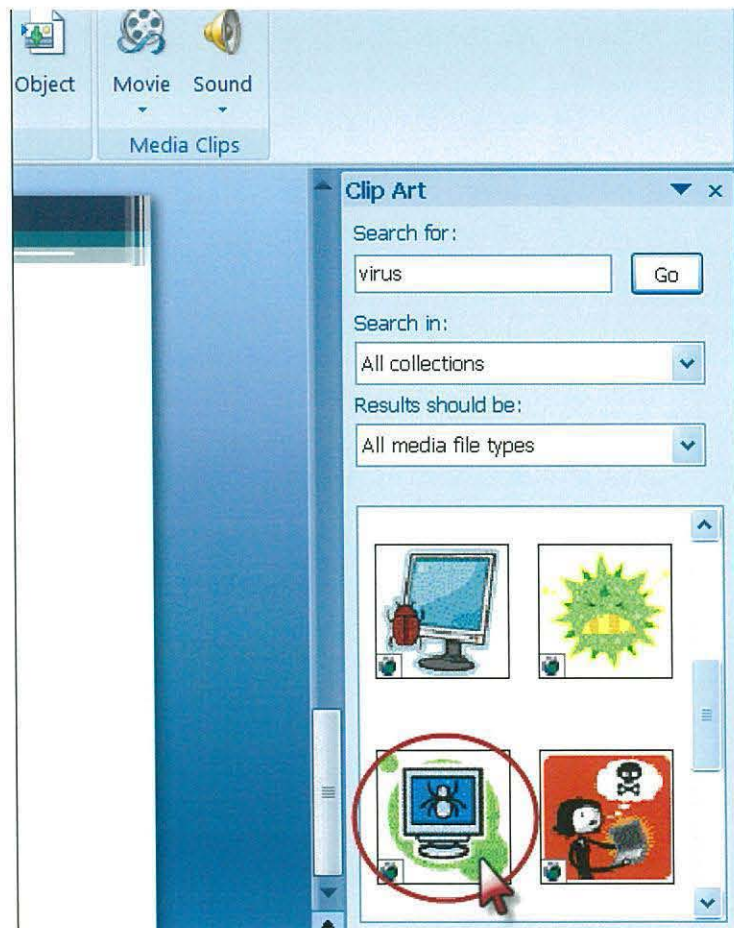
This is where the clip art picture is placed.

The next step is to move it.

Check Your Computer

- Do you have an anti-virus program?
- Do you have a spyware program?
- What are your firewall settings?
- Is your network secure?
  - Password protect if networked

- **Click**, hold down the mouse button, and drag the clip art down and to the right

Check Your Computer

- Do you have an anti-virus program?
- Do you have a spyware program?
- What are your firewall settings?
- Is your network secure?
  - Password protect if networked

This is where the clip art picture is placed.

The next step is to resize it.

Check Your Computer

- Do you have an anti-virus program?
- Do you have a spyware program?
- What are your firewall settings?
- Is your network secure?
  - Password protect if networked

- **Drag** the upper left sizing handle diagonally outward until the clip art is resized as shown.

Check Your Computer

- Do you have an anti-virus program?
- Do you have a spyware program?
- What are your firewall settings?
- Is your network secure?
  - Password protect if networked

Sizing Handle

This is how slide 4 should look

Notice the 7 x 7 rule is followed

No more than <u>7 lines</u> on the slide and no more than <u>7 words</u> per line

Check Your Computer

- Do you have an anti-virus program?
- Do you have a spyware program?
- What are your firewall settings?
- Is your network secure?
  - Password protect if networked

● **Click** the "**Close**" button to exit clip art ×
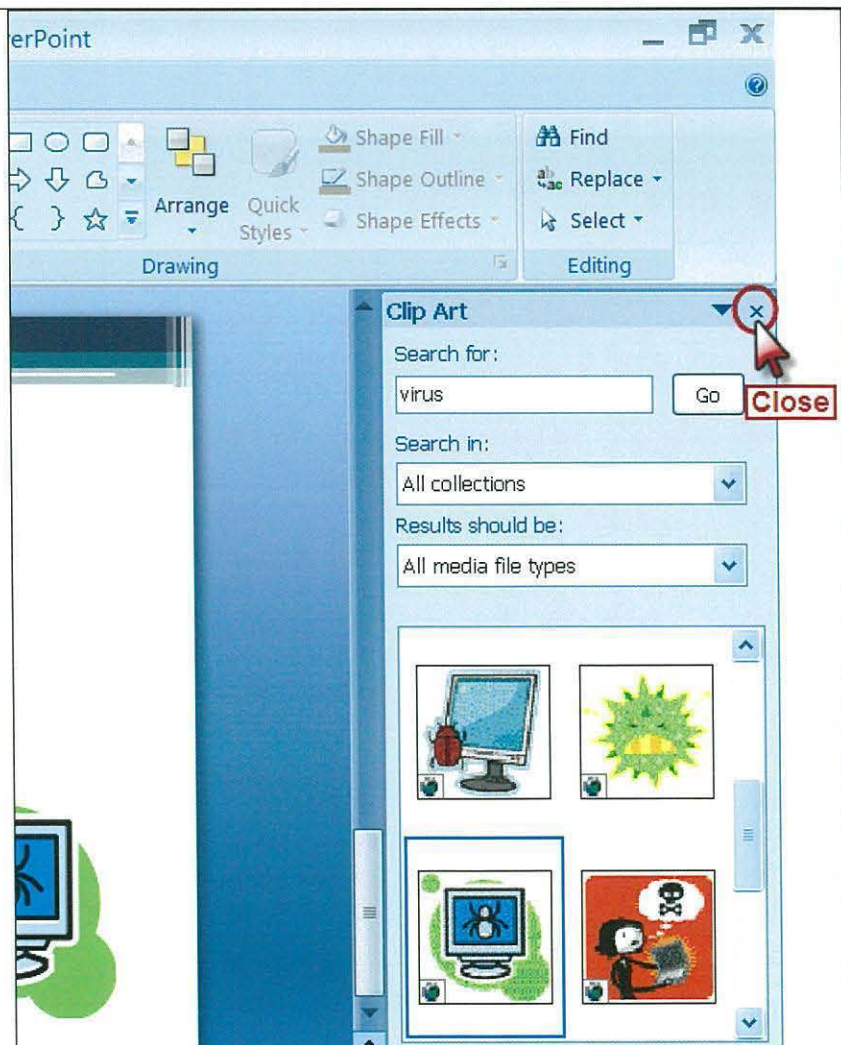
erPoint

Shape Fill
Shape Outline
Shape Effects

Arrange Quick
         Styles

Drawing

Find
Replace
Select

Editing

Clip Art

Search for:
virus   Go   **Close**

Search in:
All collections

Results should be:
All media file types

Learning Objective:

The student will be able to **save** to current location

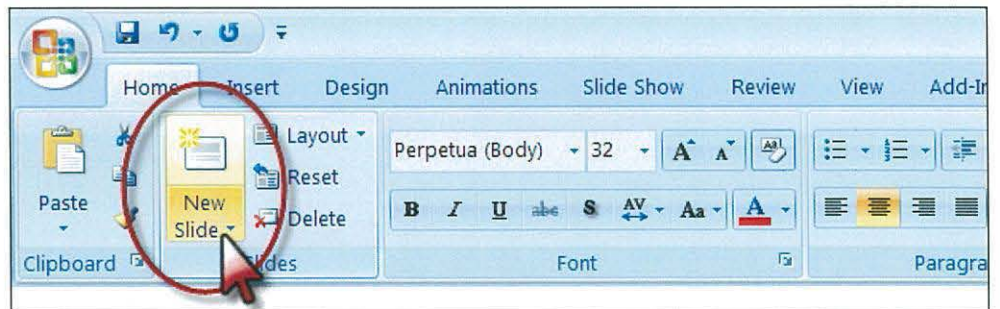- **Click** the quick "**Save**" button to save what you have done so far.
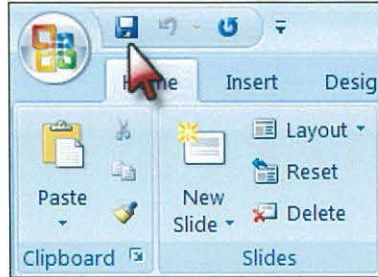
- **Click** the **Slide 1** thumbnail in the Slides tab
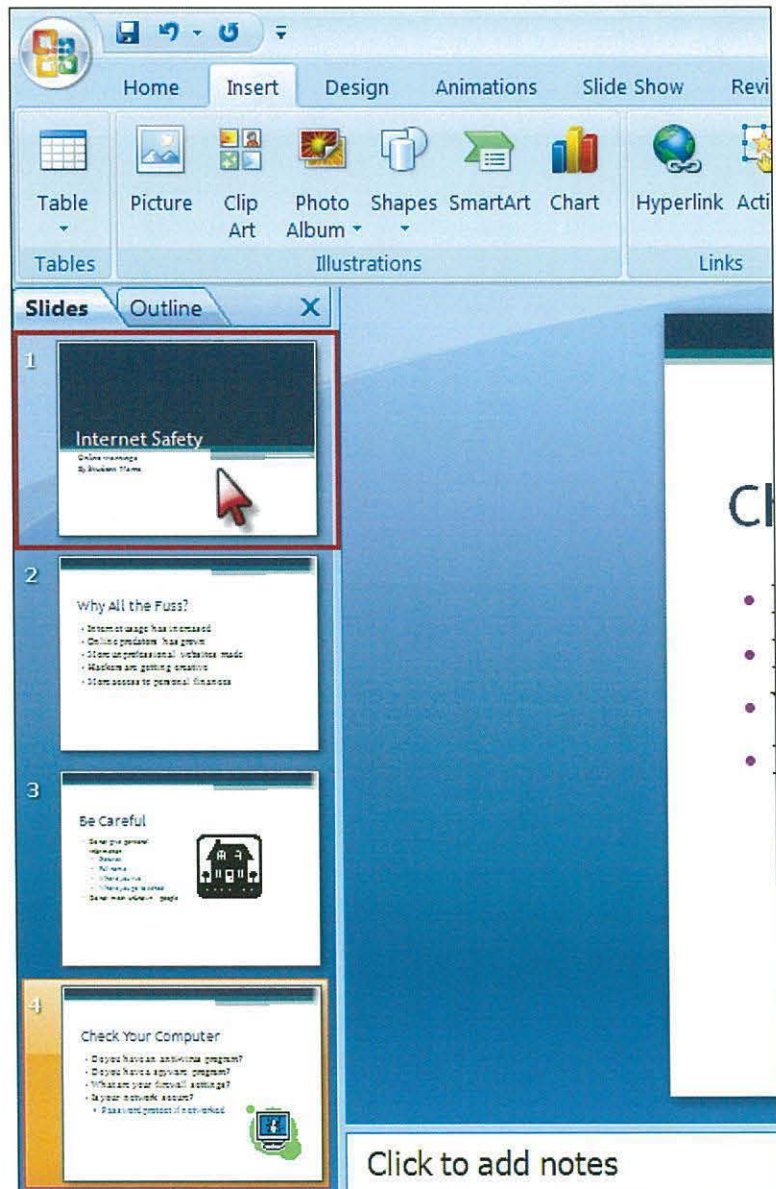
Learning Objective:

The student will be able to apply slide transitions

Transition

- **Click "__Animations__"** on the Ribbon
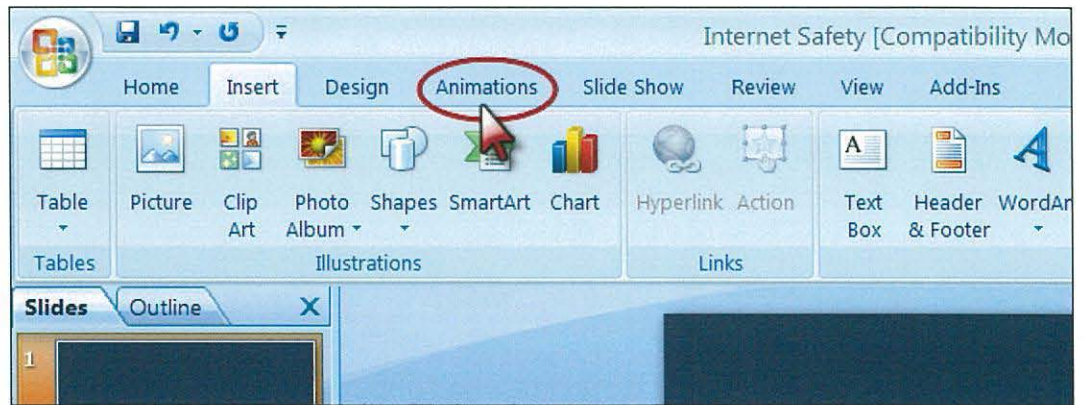
- **Click** "Fade Smoothly" in the transitions gallery
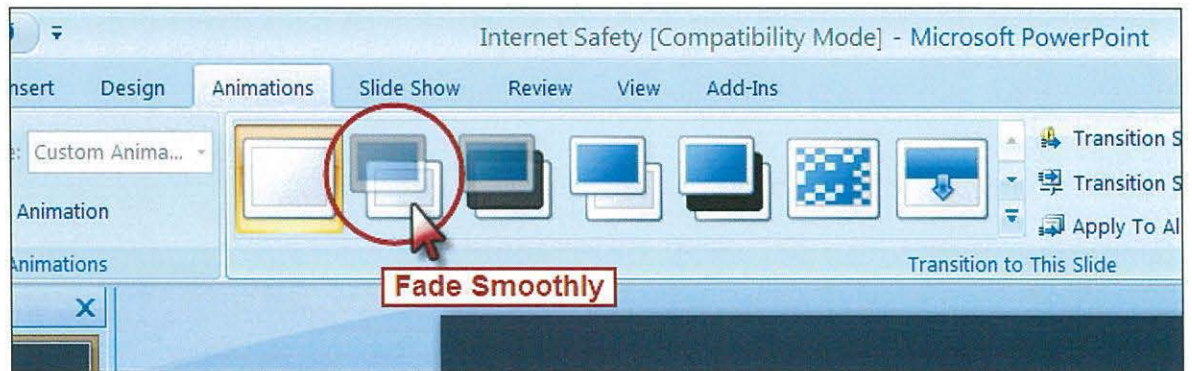
Fade Smoothly

- **Click** the **Slide 2** thumbnail in the Slides tab
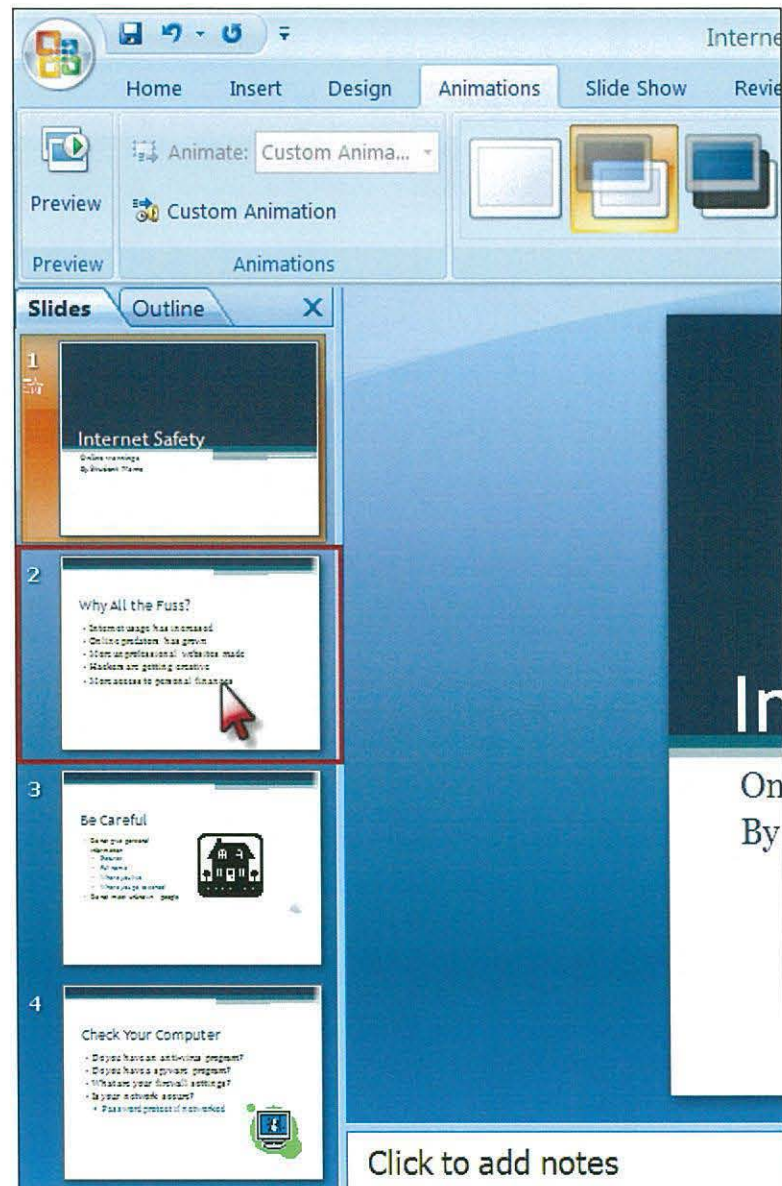
- **Click** the "**More**" button for more transitions

- **Click** "Wipe Right" in the transitions gallery

Learning Objective:

The student will be able to apply custom animations

 Custom Animation

- **Click** the **Slide 3** thumbnail in the Slides tab

- **Click** anywhere on the content placeholder

Be Careful

- Do not give personal information
  - Pictures
  - Full name
  - Where you live
  - Where you go to school
- Do not meet unknown people

- **Click** "Custom Animation"

  Custom Animation

							Drawing Tools
Home	Insert	Design	Animations	Slide Show	Review	View	Add-Ins	Format

Preview

Animate: No Animation

Custom Animation

Preview   Animations   Trans

Slides   Outline

- **Click** "Add Effect"

Apply To All   Automatically After: 00:00
Slide

Custom Animation

Add Effect ▼   Remove

Modify effect

Start:

Property:

Speed:

Select an element of the slide, then click "Add Effect" to add animation.

In the Custom Animations gallery:

1 Click "Entrance"

2 **Click** "Box"

Transition Speed: Fast

Apply To All

☑ On Mouse Click

☐ Automatically After: 00:00

Transition to This Slide

Custom Animation ▼ ✕

Add Effect ▼   Remove

★ 1. Blinds

★ 2. Box

★ 3. Checkerboard

★ 4. Diamond **2**

★ 5. Fly In

★ 6. Peek In

★ 7. Strips

More Effects...

★ Entrance ▶

✦ Emphasis ▶

★ Exit ▶ **1**

☆ Motion Paths ▶

Select an element of the slide, then click "Add Effect" to add animation.

⬆ Re-Order ⬇

Click the **Slide 4** thumbnail in the Slides tab

Home   Insert   Design   Animations   Slide Show   Rev

Animate: Custom Anima... ▼

Preview

Custom Animation

Preview   Animations

1 Internet Safety

2 Why All the Fuss?

3 Be Careful

4 Check Your Computer

Be Careful

1 • Do not give personal information

1   ▫ Pictures

1   ▫ Full name

1   ▫ Where you live

1   ▫ Where you go to s

2 • Do not meet unknow

- **Click** anywhere on the content placeholder

Check Your Computer

- Do you have an anti-virus program?
- Do you have a spyware program?
- What are your firewall settings?
- Is your network secure?
  - Password protect if networked

In the Custom Animations gallery

- **Click** "Add Effect"
- ⭐ Add Effect ▼

Transition Sound: [No Sound] ▼ Advance Slide

Transition Speed: Fast ▼ ✓ On Mouse Click

Apply To All ☐ Automatically After: 00:00 ⬍

to This Slide

Custom Animation ▼ ✕

⭐ Add Effect ▼ ✕ Remove

Modify effect

Start:

Property:

Speed:

Select an element of the slide, then click "Add Effect" to add animation.

⬆ Re-Order ⬇

▶ Play 🖥 Slide Show

In the Custom Animations gallery:

1 **Click** "Entrance"

2 **Click** "Fly In"

Click the "**Close**" button to exit custom animations
×

Learning Objective:

The student will be able to **save** to current location

- **Click** the quick
  "**Save**" button
  to save what you
  have done so far.

Learning Objective:

The student will be able to view a presentation as a **slide show**
From Beginning

- **Click** the
  "**Slide Show**"
  Ribbon

- **Click**
  "**From Beginning**"
  in the Start Slide
  Show section

- **Click** to display slide 2

Internet Safety

Online warnings
By Student Name

- **Click** to display slide 3

Why All the Fuss?

- Internet usage has increased
- Online predators has grown
- More unprofessional websites made
- Hackers are getting creative
- More access to personal finances

- **Click** to display the text

Be Careful

- Keep **clicking** until slide 4 is displayed

Be Careful

- Do not give personal information
  - Pictures
  - Full name
  - Where you live
  - Where you go to school
- Do not meet unknown people

- **Click** to display text

Check Your Computer

- Keep **clicking** until the end slide is displayed

Check Your Computer

- Do you have an anti-virus program?

- **Click** to end the slide show

End of slide show, click to exit.

Learning Objective:

The student will be able to **save** to current location

- **Click** the quick "**Save**" button to save one last time.
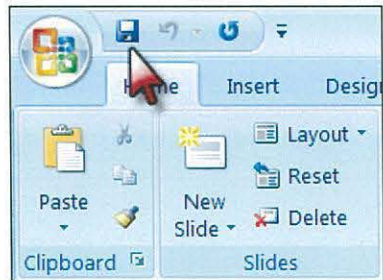
School Success
PowerPoint Presentation

Make the Most of it!

Getting involved at school
By Student Name

1

The Basics

- Show up when you are not sick
- Be on time
- Stay on task
- Do your homework
- Try your hardest
- Ask questions

2

Extra Curricular Activities

- Join a club or two
  - Examples include:
    - FBLA
    - Environmental Club
    - International Club
- Participate in sports
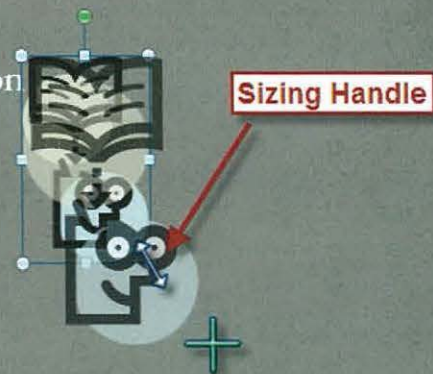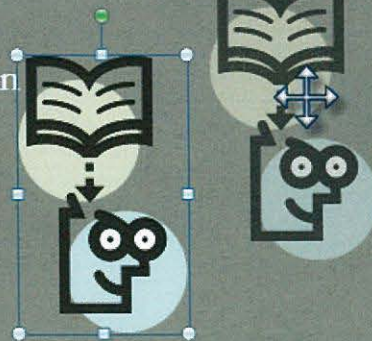- Mentor other students

3

Why Should You Try?

- Graduate from high school
- Employability skills
- Further your education
  - College
  - Apprenticeship
  - University
- Network with people

4

Directions:

Follow the bulleted instructions and look at the corresponding pictures to create the About Microsoft PowerPoint presentation.

Note: The 7 x 7 rule is used on each slide: a maximum of 7 words per line and a maximum of 7 lines per slide.

Learning Objective:

The student will be able to **open** and **save as** a PowerPoint 97-2003 presentation

● **Open** PowerPoint	
● **Click** the **"Office Button"**	
● Hover over **"Save As"** ● **Click** "PowerPoint 97-2003 Presentation"	

- Navigate to your "W: Drive"

1 **Click** the "My Documents" **drop down arrow**

2 **Click** the __W: drive__

(the one with your login name)
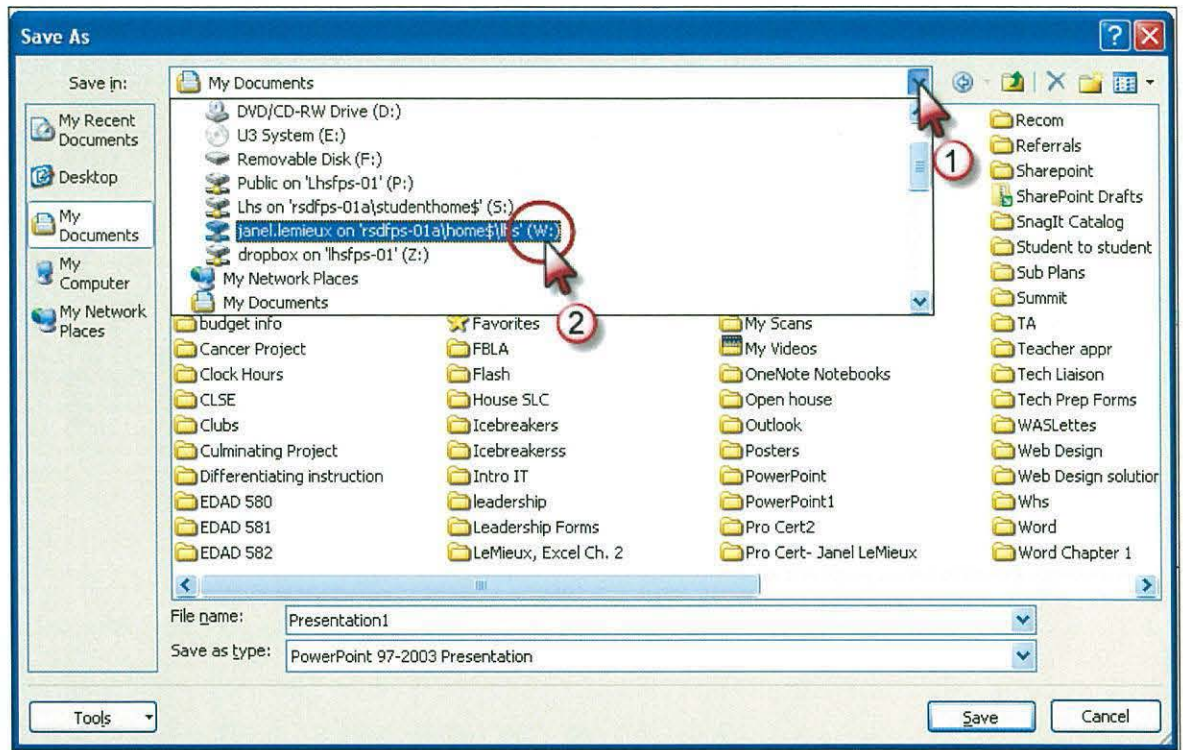
1 **Click** the folder "**PowerPoint**"

2 **Click** "Open"

① Type:

School Success

② Click

"**Save**"
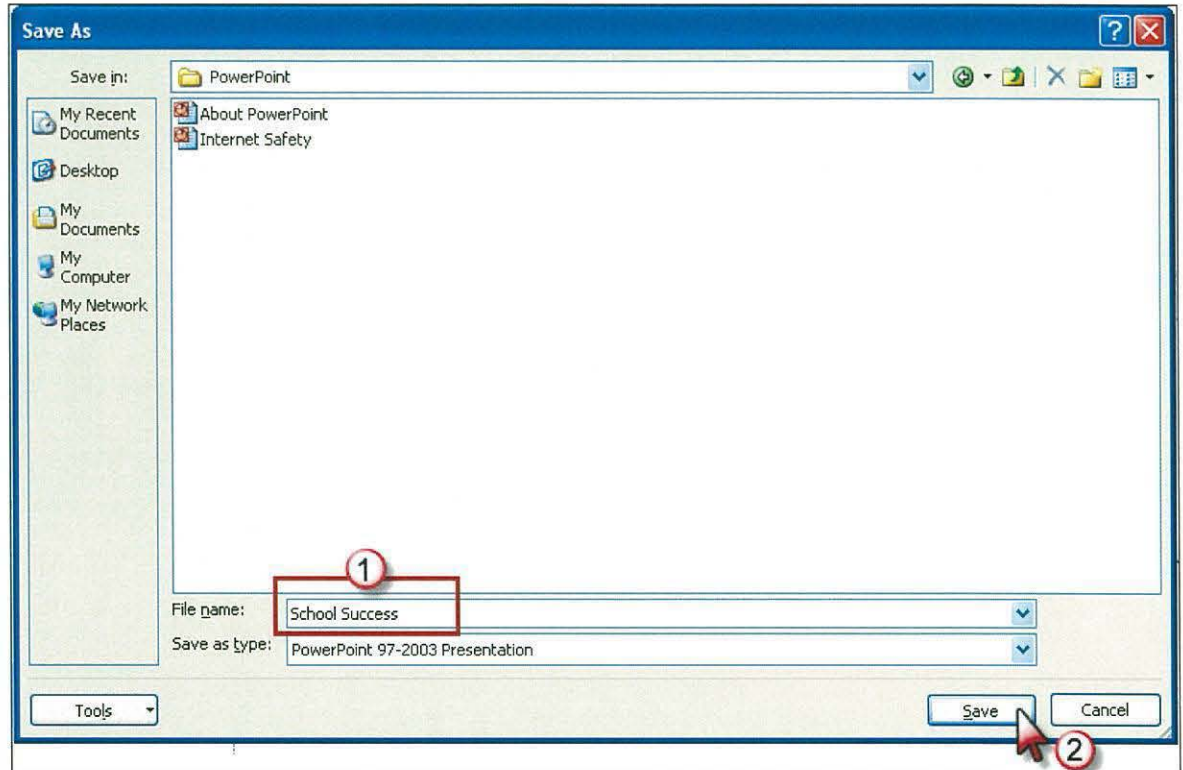
Learning Objective:

The student will be able to apply a **theme** to a presentation

- **Click "Design" on the Ribbon to display the Design tab**
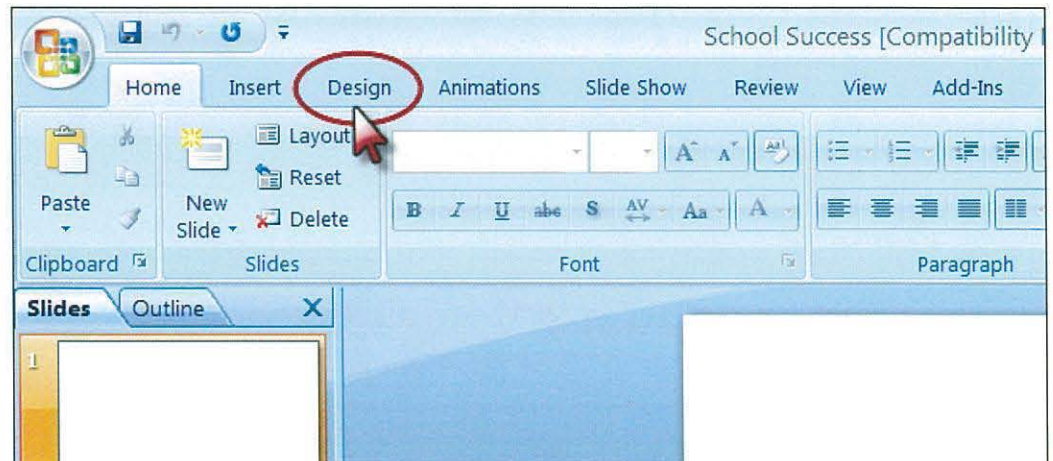
- **Click** the "More" button
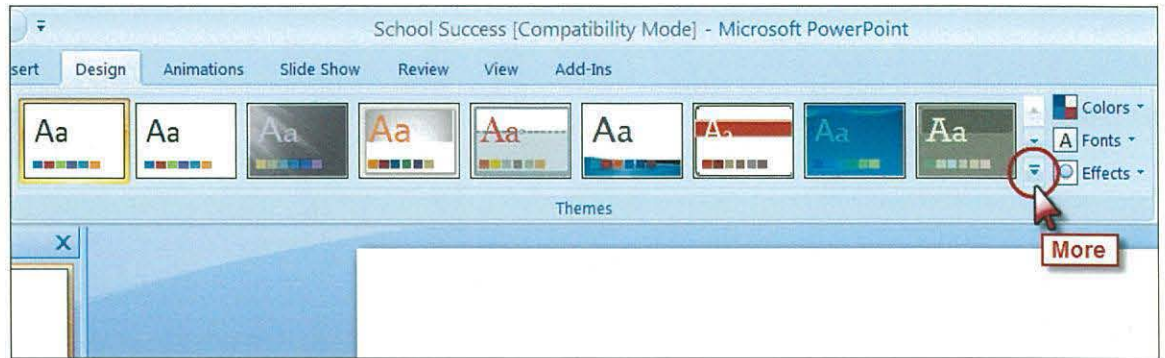
- **Click** the "Paper" **theme**
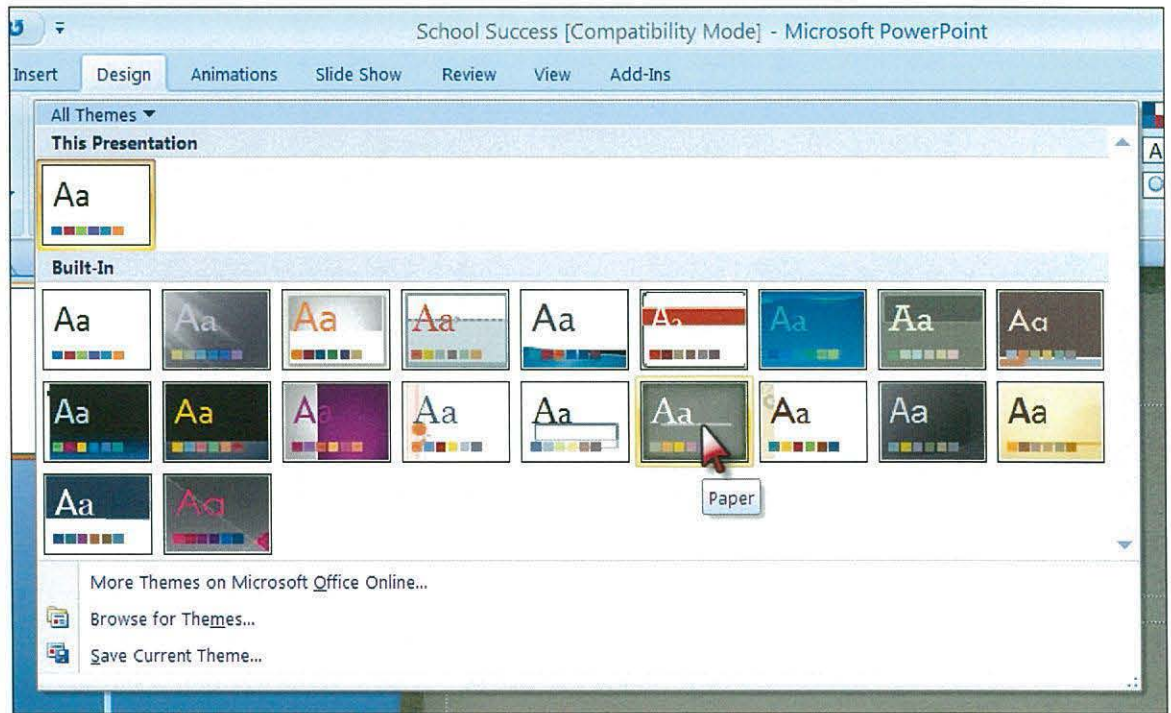
Learning Objective:

The student will be able to create a **title slide** and enter a **title** and **subtitle** to a slide

Title Slide

- **Click** the **title** text placeholder, "Click to add title"
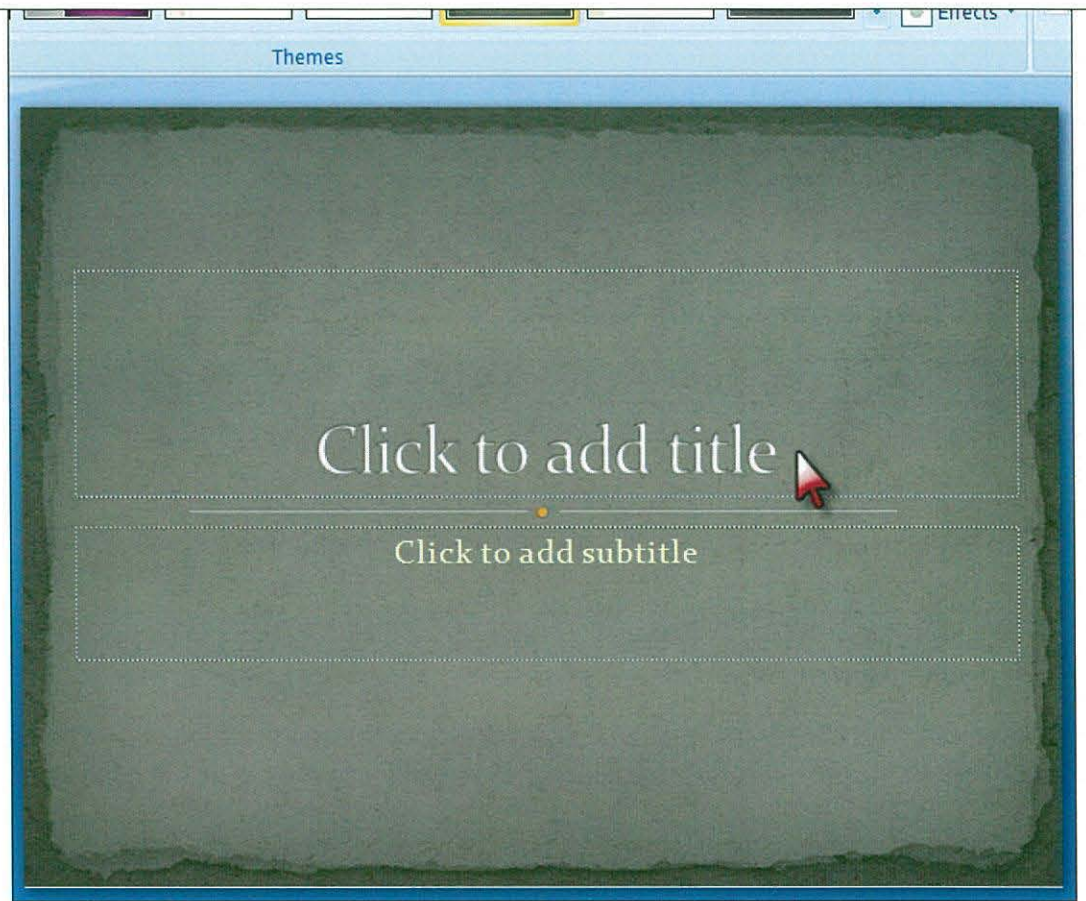
- Type:

Make the Most of it!

- **Click** the **title** text placeholder, "Click to add title"

- **Click** the **subtitle** text placeholder "Click to add subtitle"
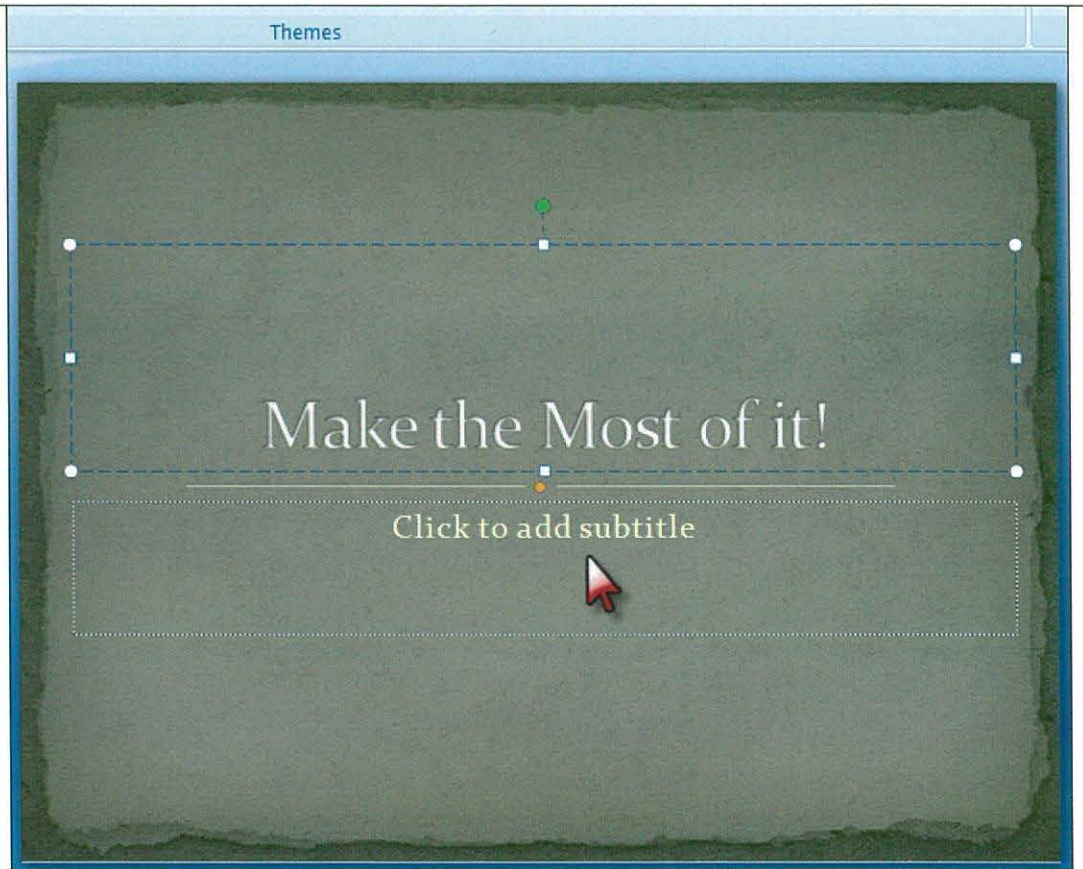
- Type:

Getting involved at school
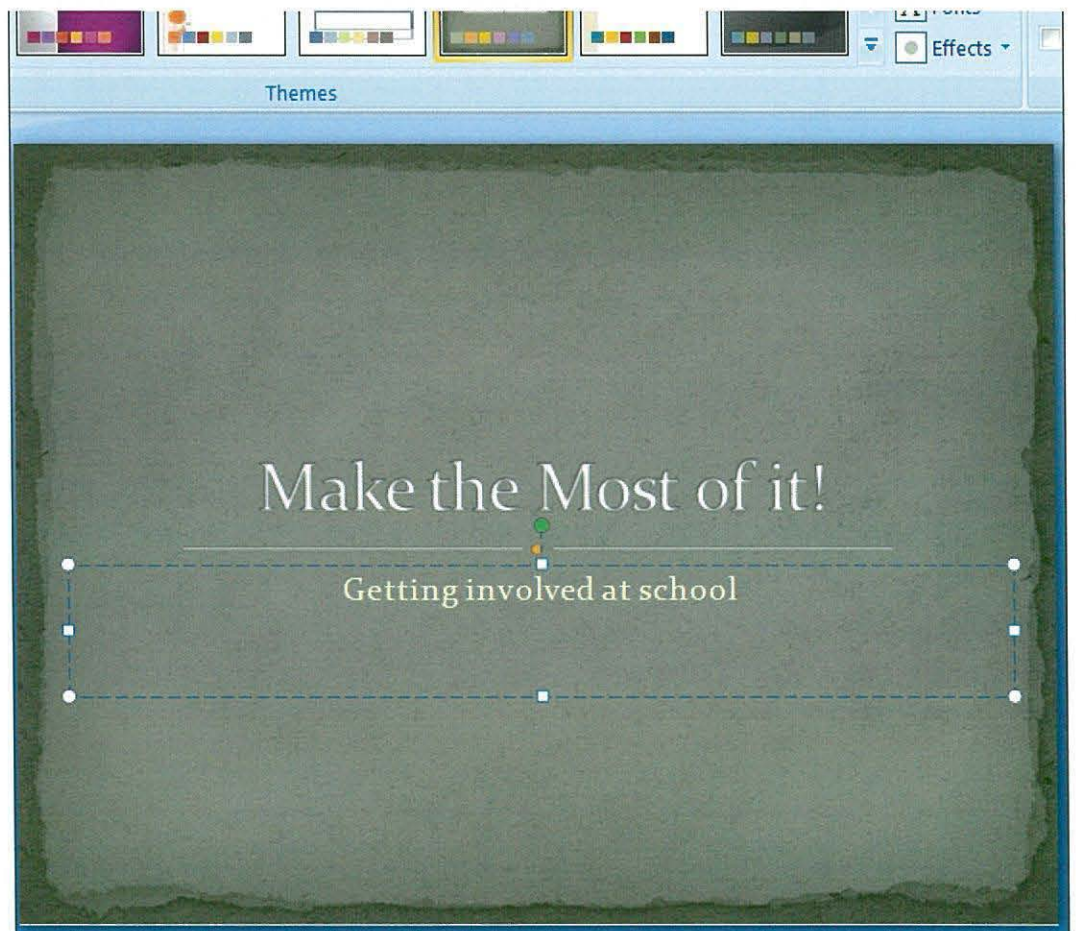
- Press the **ENTER** key on your keyboard to move to the next line

- Type:
By Student Name
(type your name)
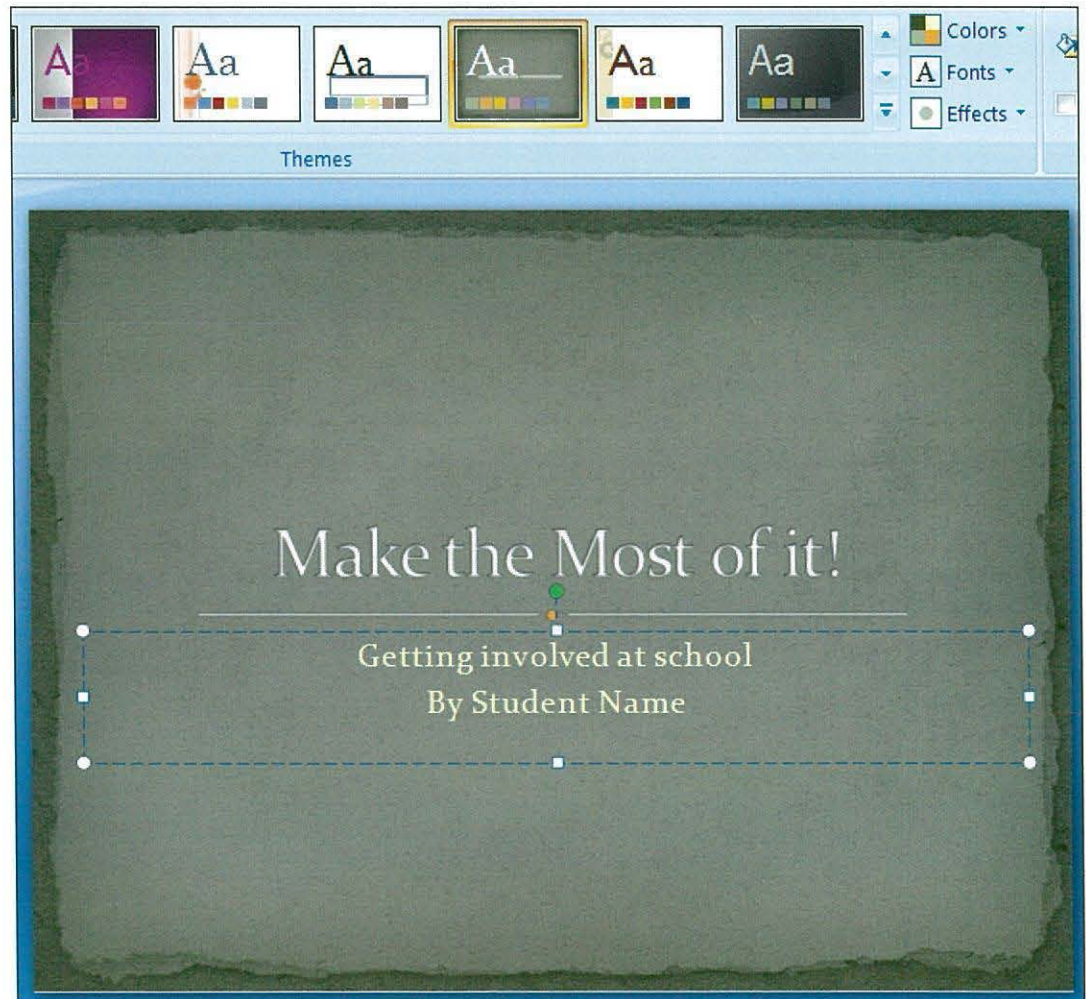
Learning Objective:

The student will be able to change **Font Size** [11 ▾]

- Highlight the subtitle

  "Getting involved at school"
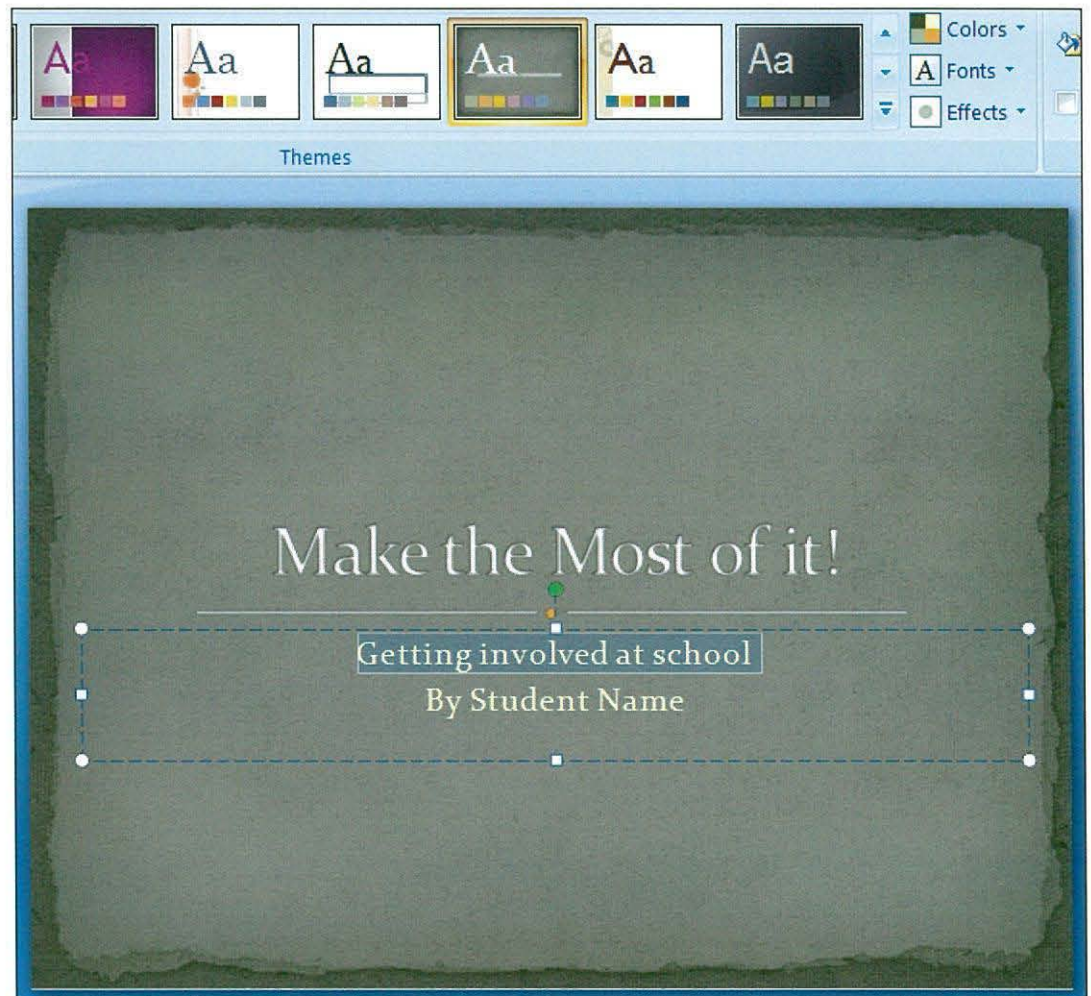
- **Click** "Home" on the Ribbon to display the Home tab
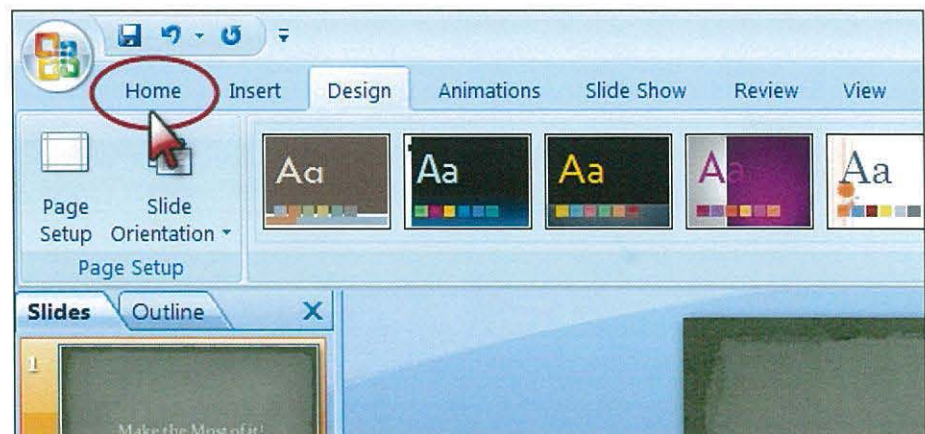
- With the text still highlighted

① **Click** the

Font Size box arrow

② **Click** "28"

This is how Slide 1 should look
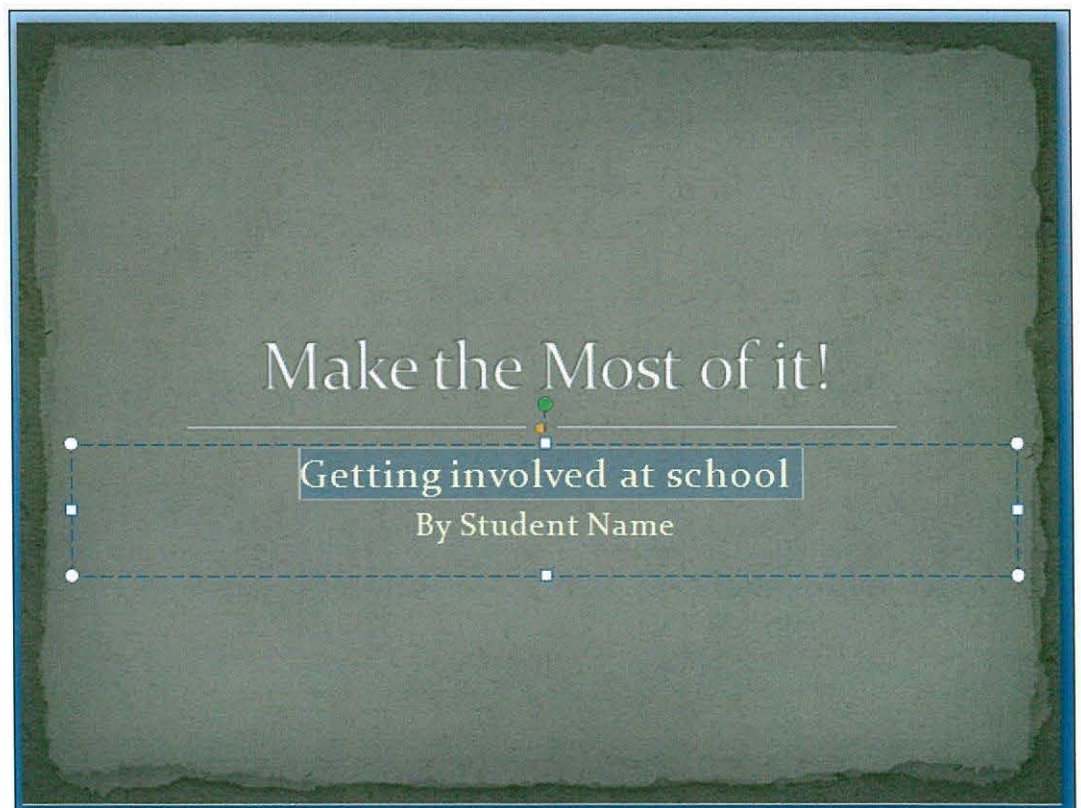
Learning Objective:

The student will be able to **save** to current location

- **Click** the quick "**Save**" button to save what you have done so far.

Learning Objective:

The student will be able to insert a **new slide** New Slide ▾

The student will be able to create a slide with a **title and content** layout

Title and Content

- **Click** "New Slide"

New Slide ▾

- **Click** the layout "<u>Title and Content</u>"

Now there are 2 slides in the presentation

2 slides
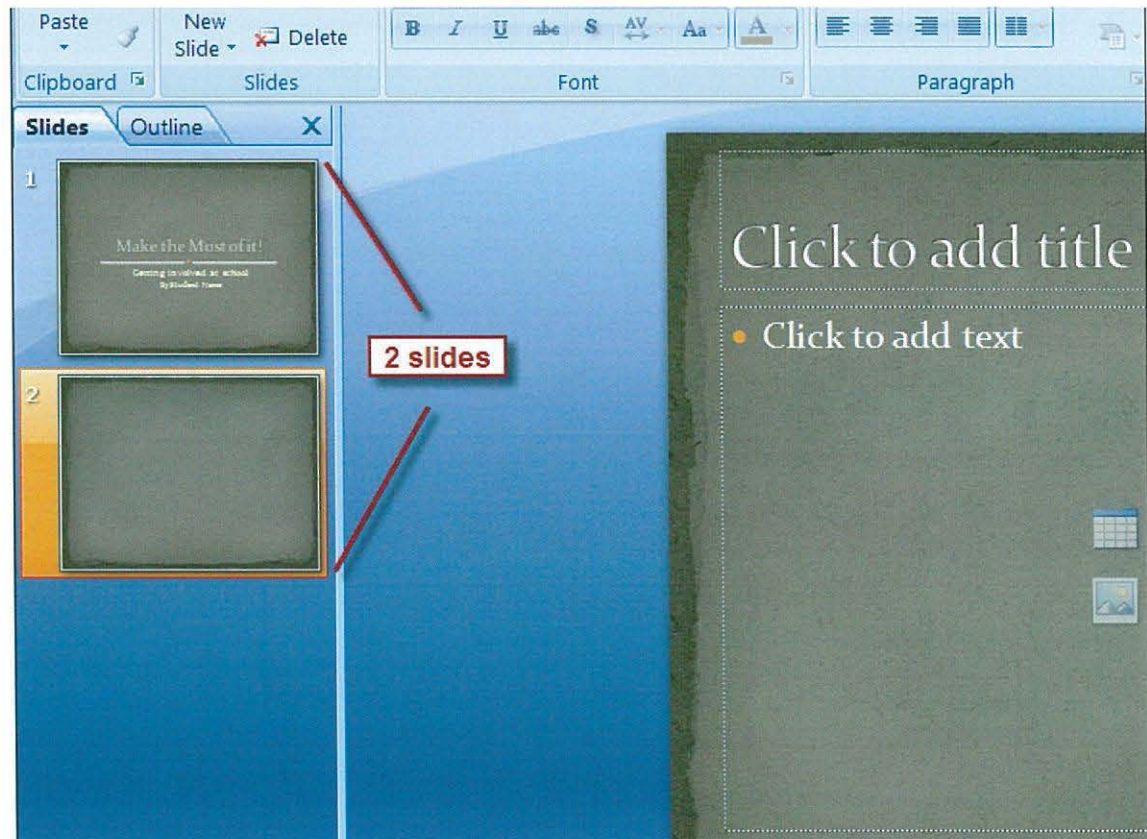
- **Click** the title placeholder

  "Click to add title"

- **Type:**

  The Basics

- **Click** the title placeholder
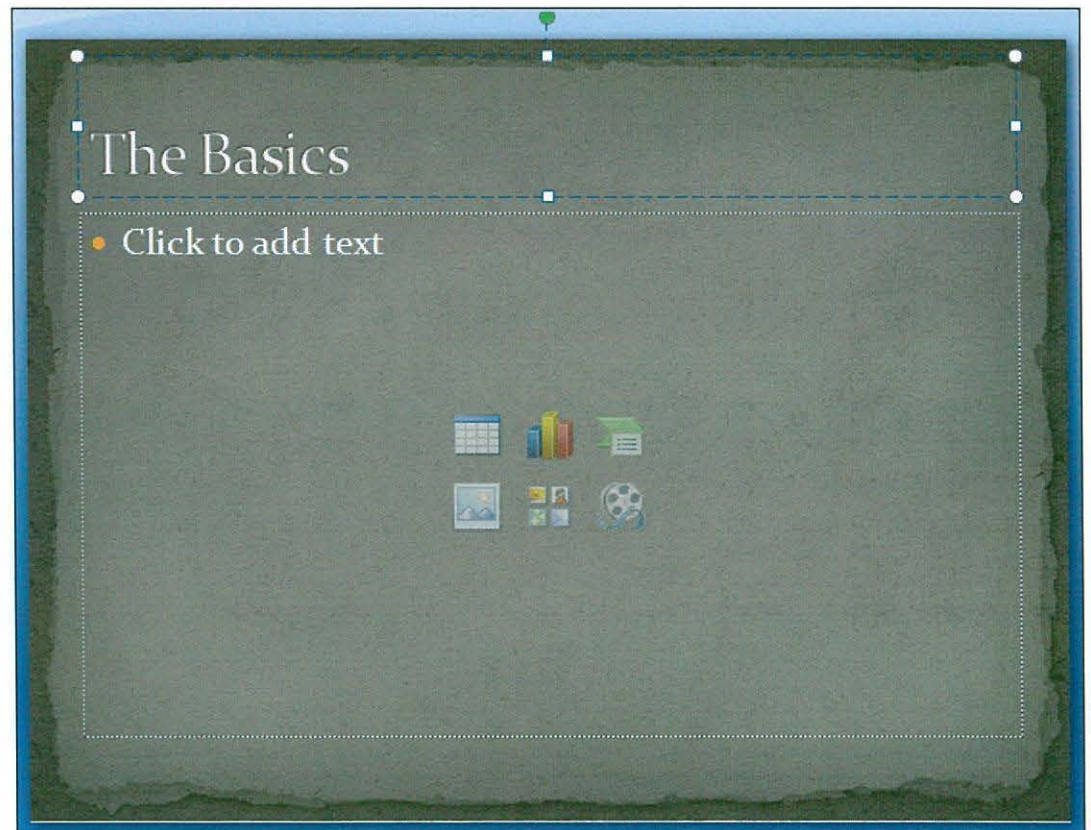
- **Click** the text placeholder

  "Click to add text"
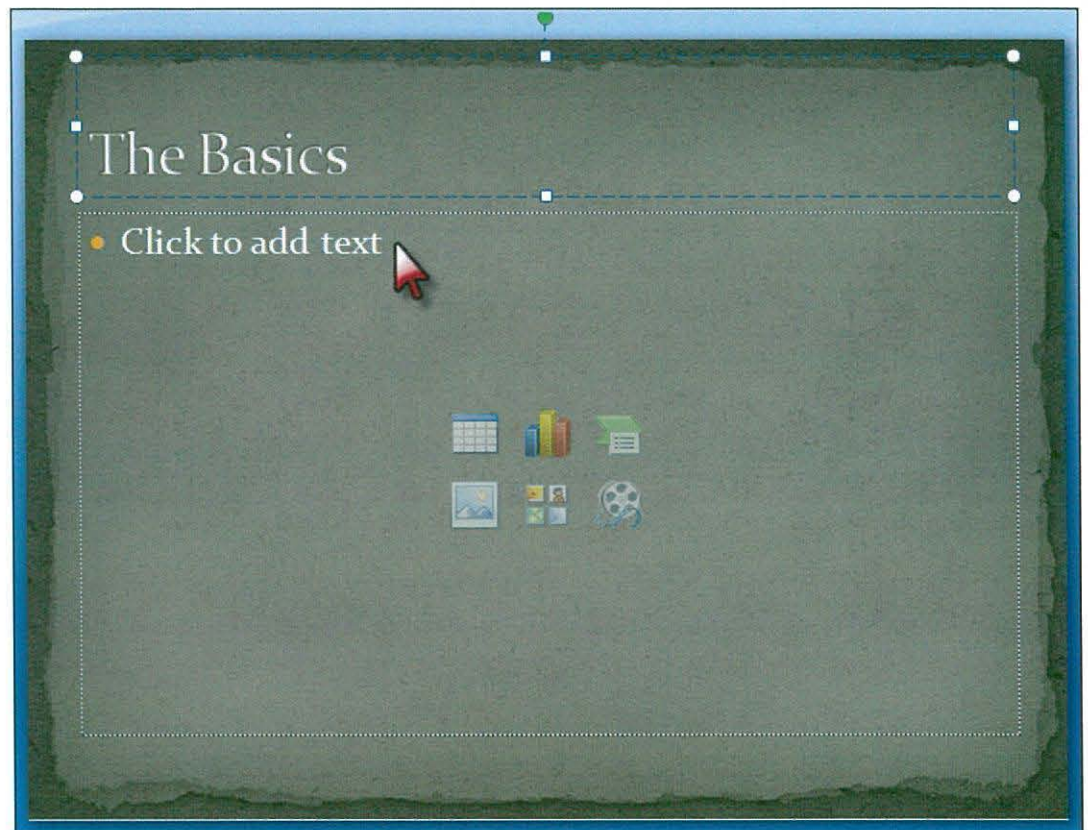
- Type:

  Show up when you are not sick
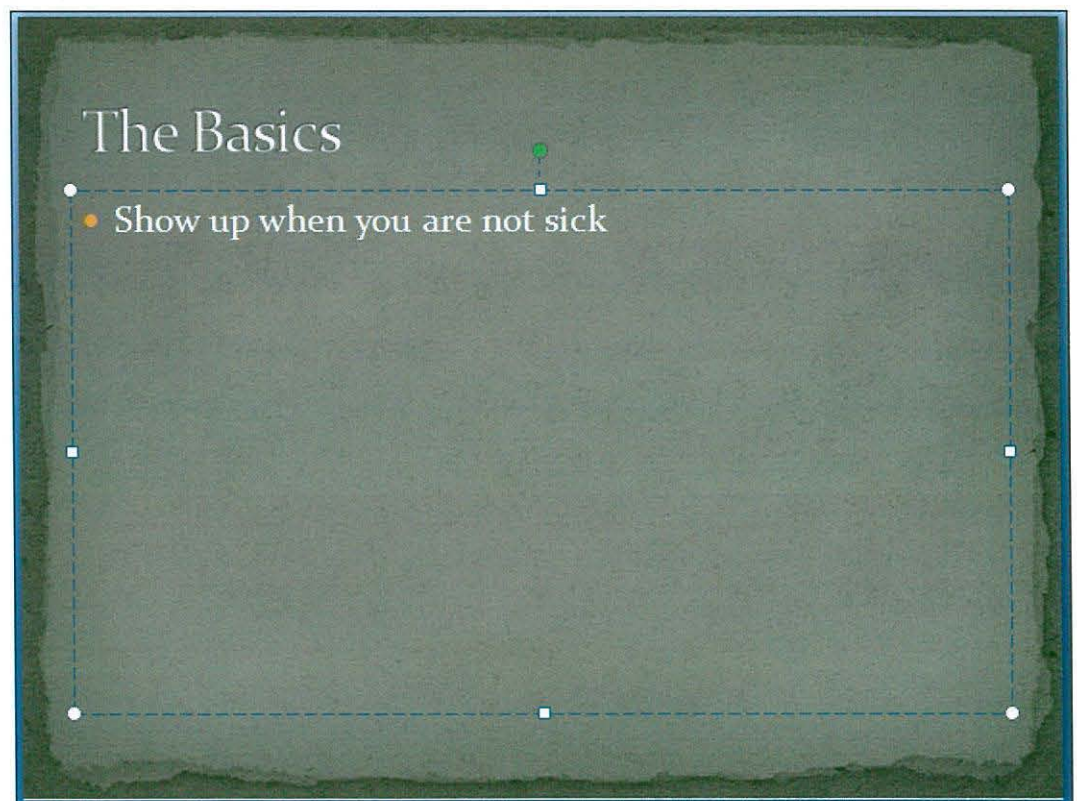
● Press the **ENTER** key on your keyboard to move to the next line	

● Type:
   ● **Be on time**
   ● **Stay on task**
   ● **Do your homework**
   ● **Try your hardest**
   ● **Ask questions**	
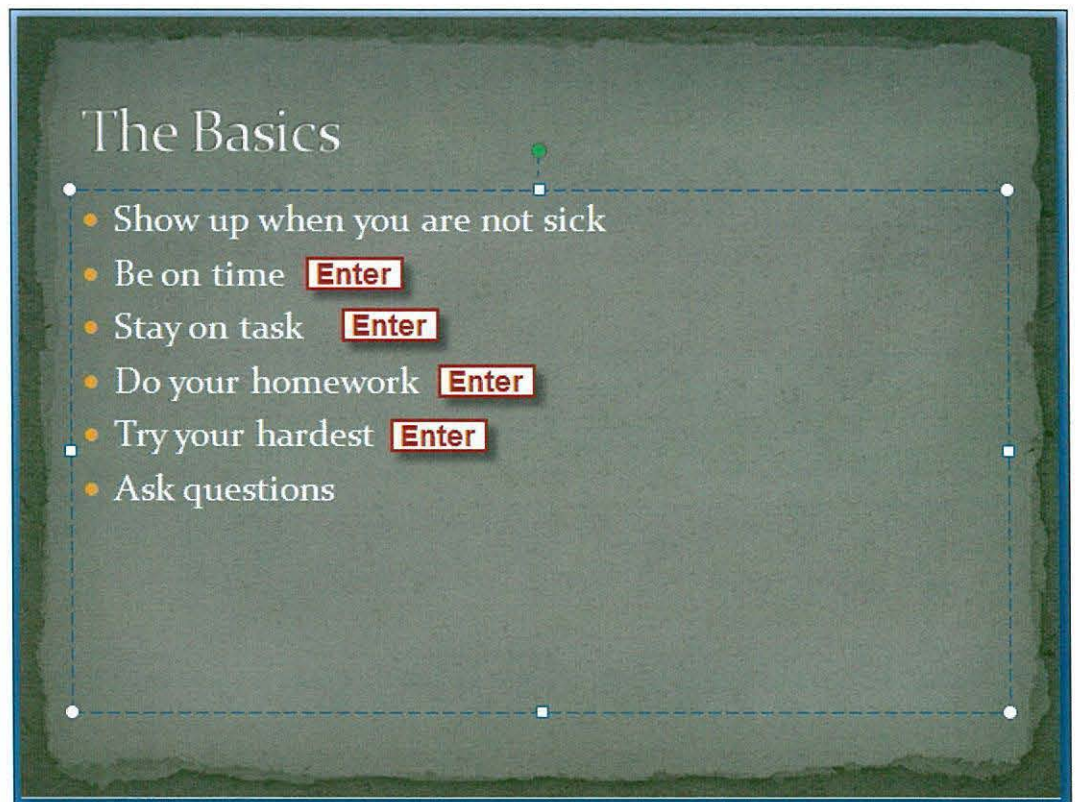
Learning Objective:

The student will be able to **save** to current location 💾

● **Click** the quick "**Save**" button 💾 to save what you have done so far.	

Learning Objective:

The student will be able to insert a **new slide**

The student will be able to create a slide with a **two content** layout

---
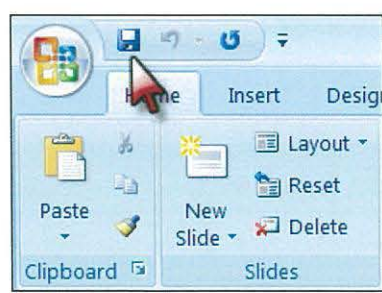
- **Click** "New Slide"
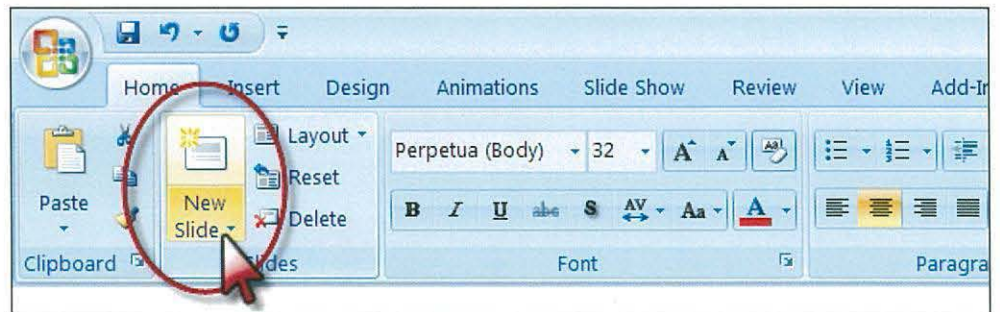
- **Click** the layout

  "Two Content"
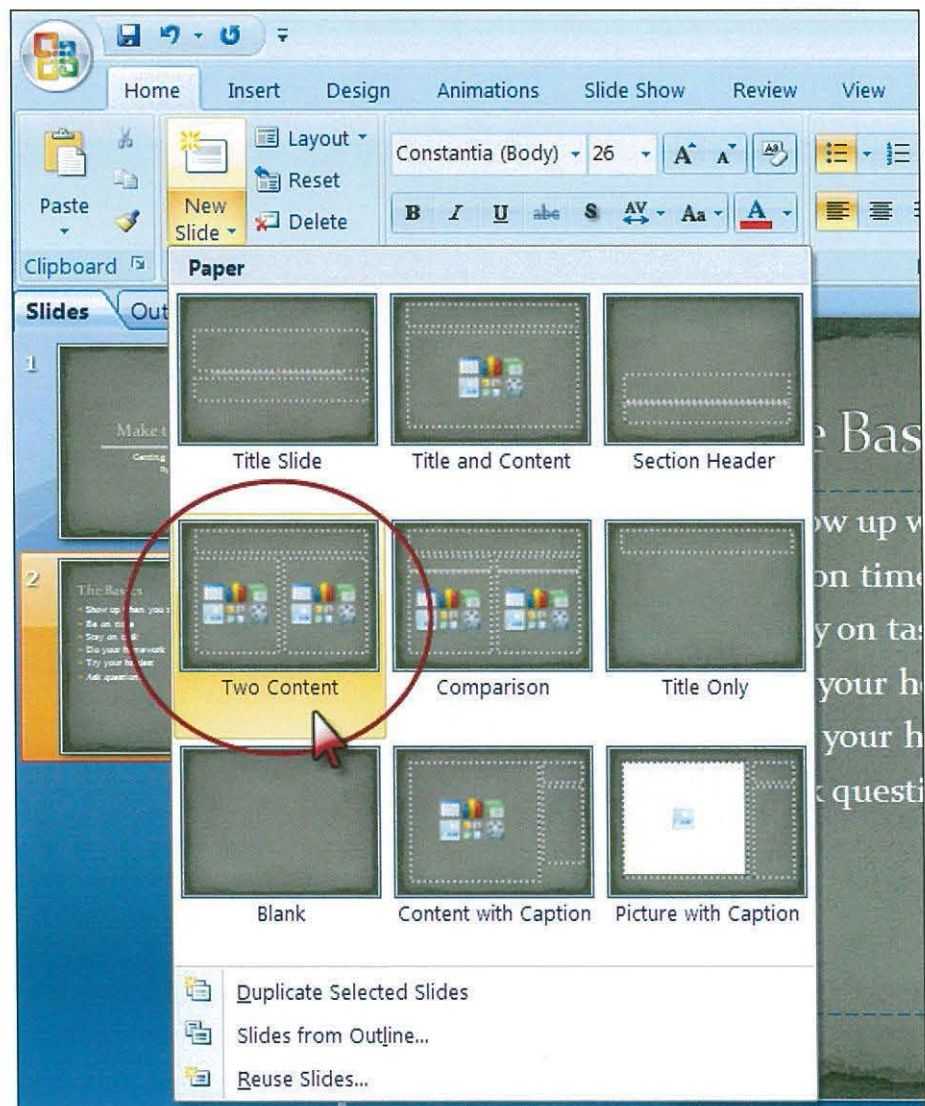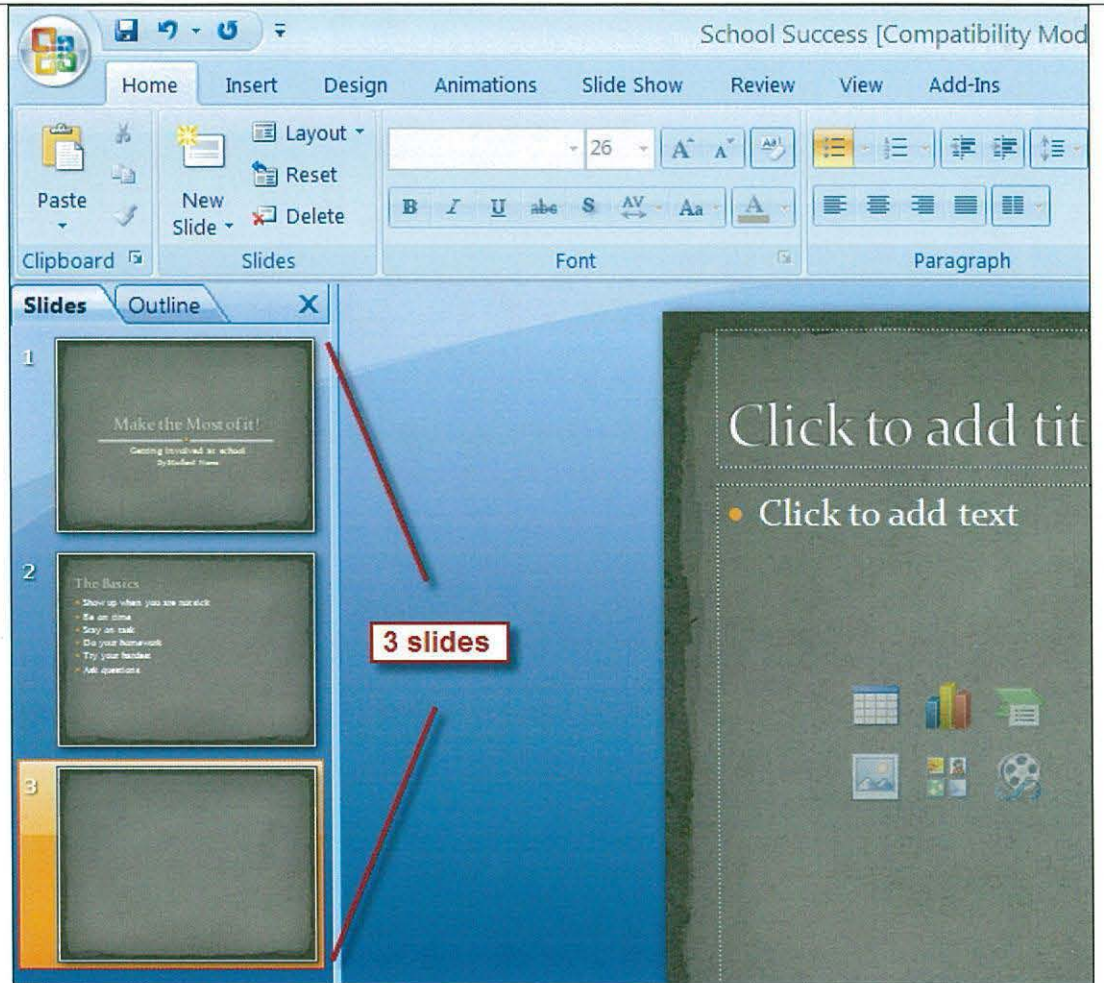
Now there are 3 slides in the presentation	
In the **title** placeholder, ● Type: **Extra Curricular Activities**	

- **Click** the right text placeholder

Extra Curricular Activities

- Click to add text
- Click to add text
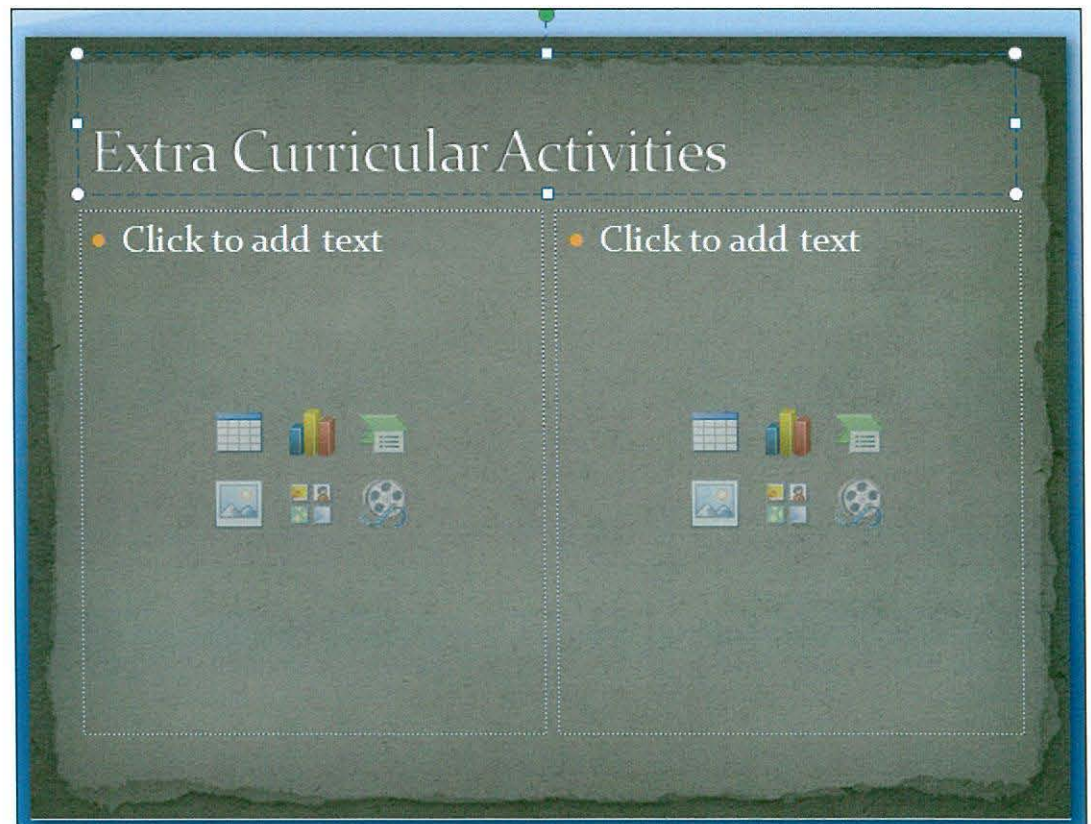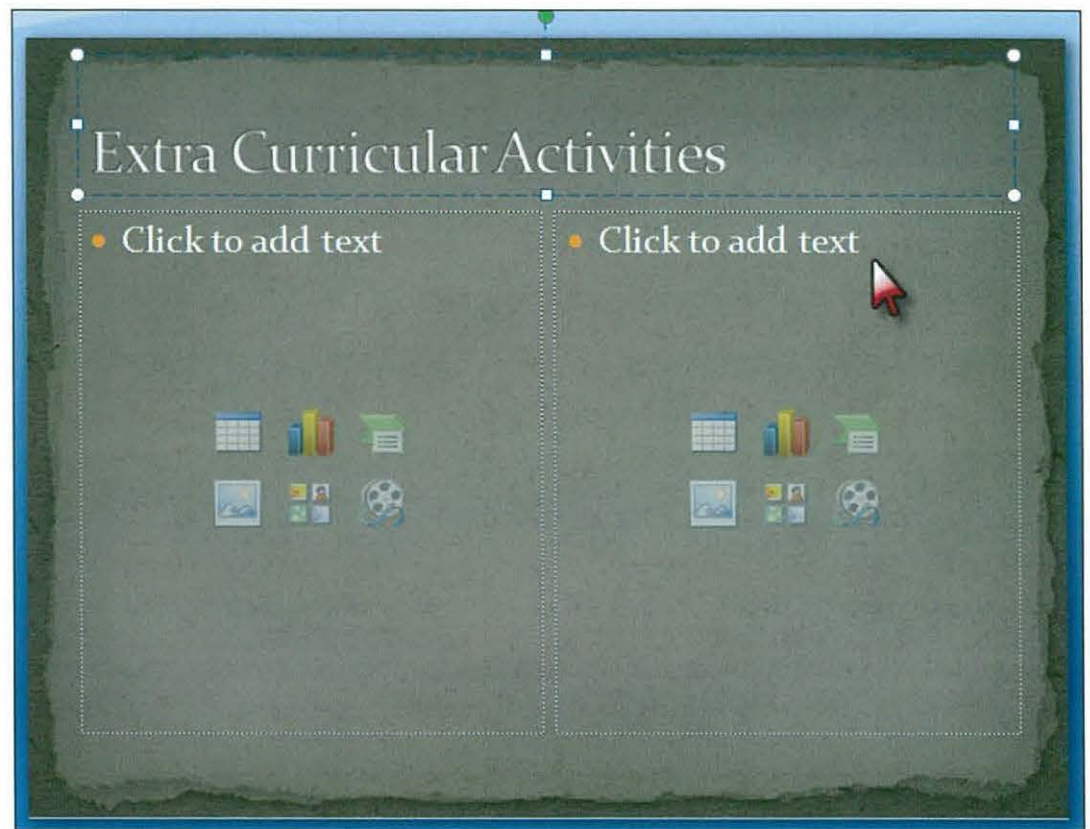
In the text placeholder,

- Type:
  - **Join a club or two**

- Press **Enter**
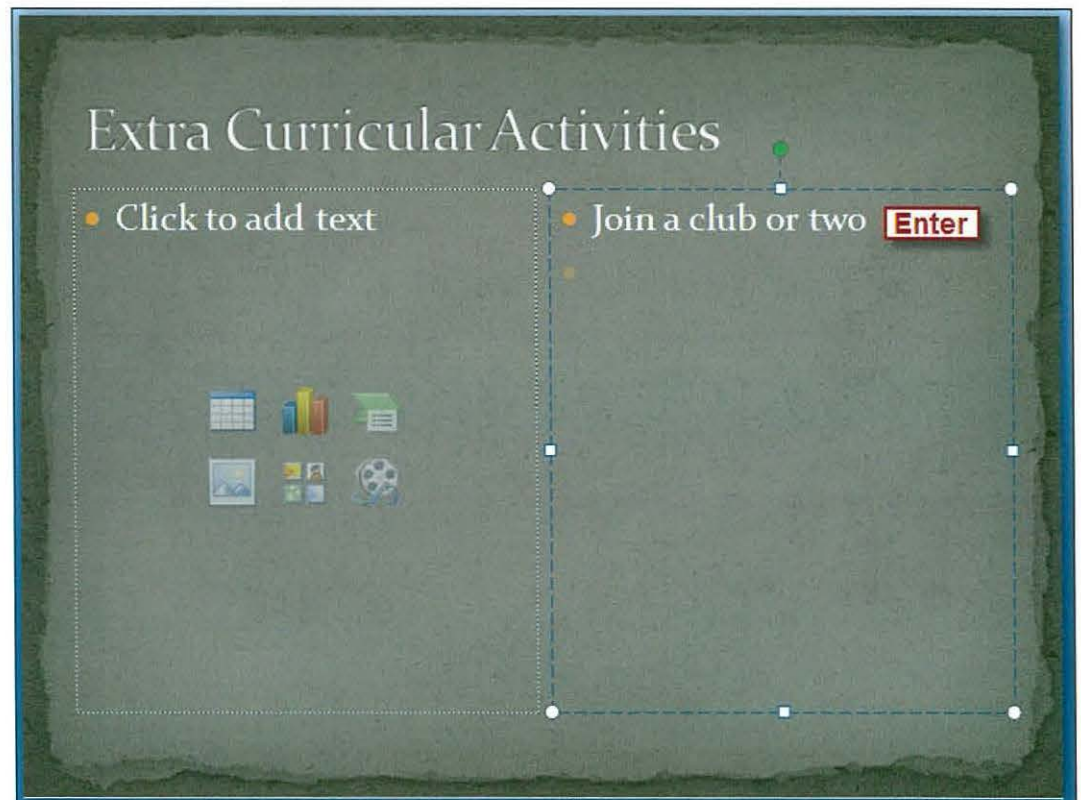
Extra Curricular Activities

- Click to add text
- Join a club or two **Enter**

Learning Objective:

The student will be able to **increase list level**

The student will be able to **decrease list level**
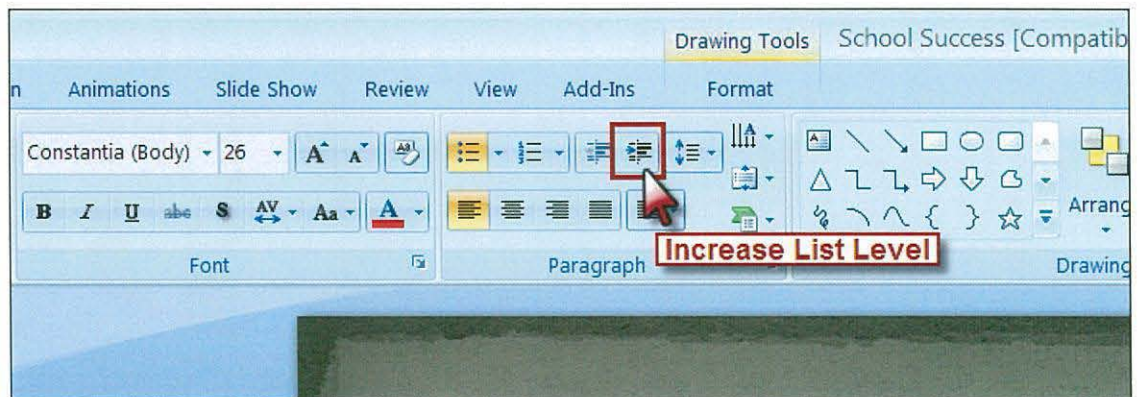
● **Click** the "**Increase List Level**" button	
● Type: ● **Examples include:** ● Press **Enter**	
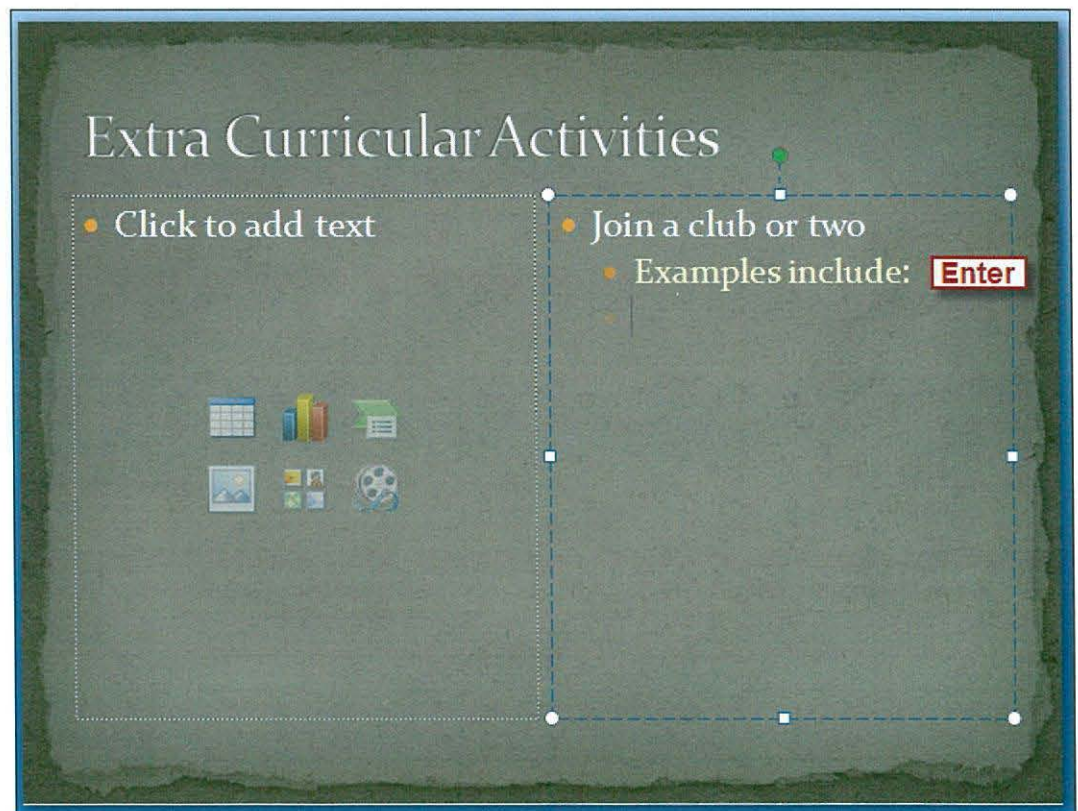
- **Click** the "**Increase List Level**" button
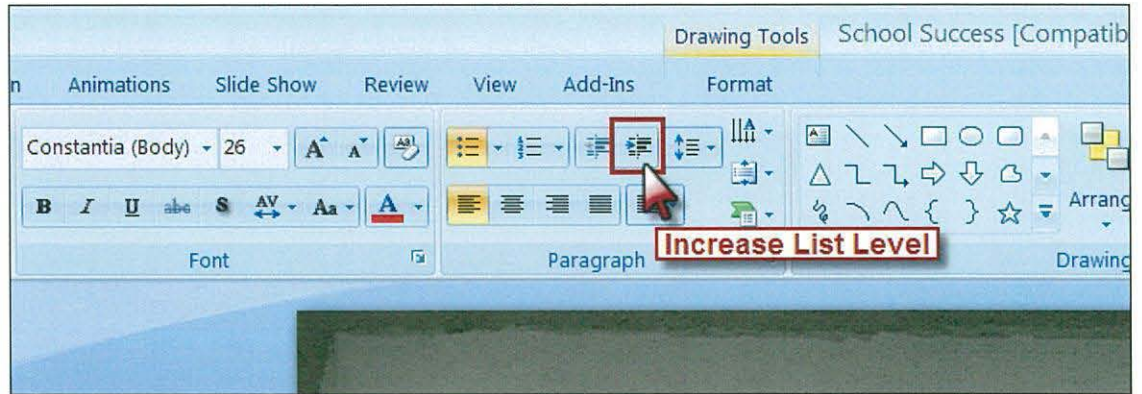
- Type:
  - **FBLA**
  - **Environmental Club**
  - **International Club**
- **Press Enter**
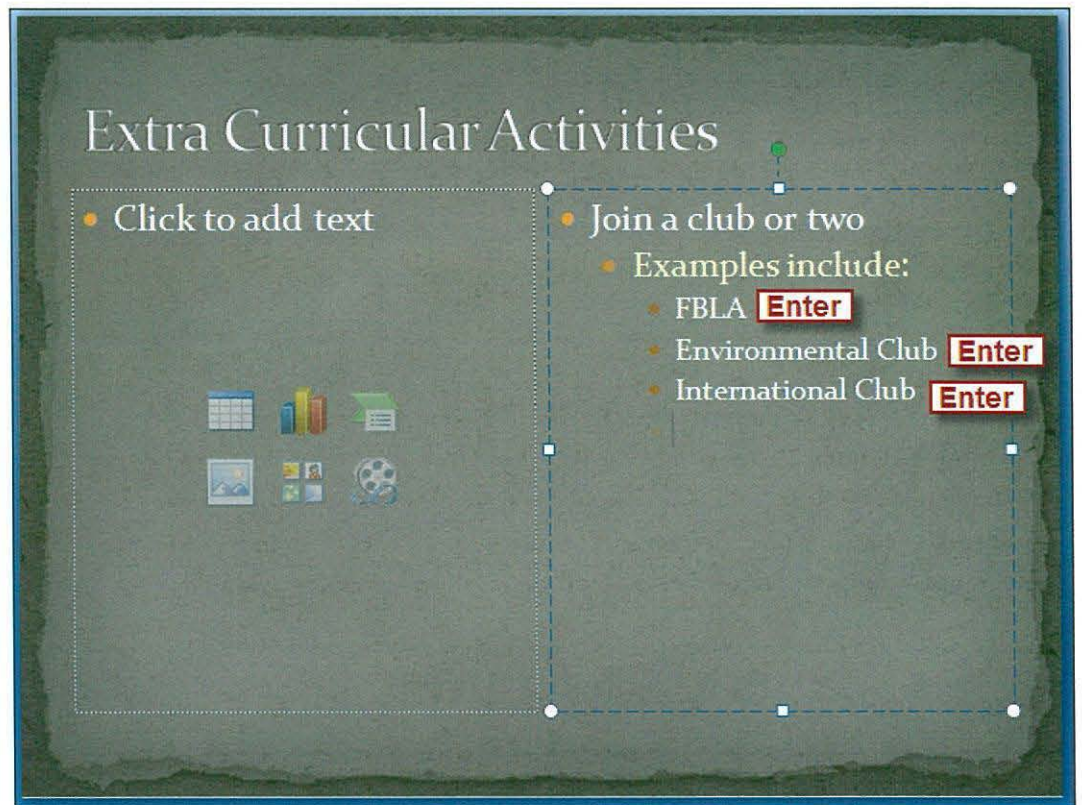
- **Click** the "**Decrease List Level**" button
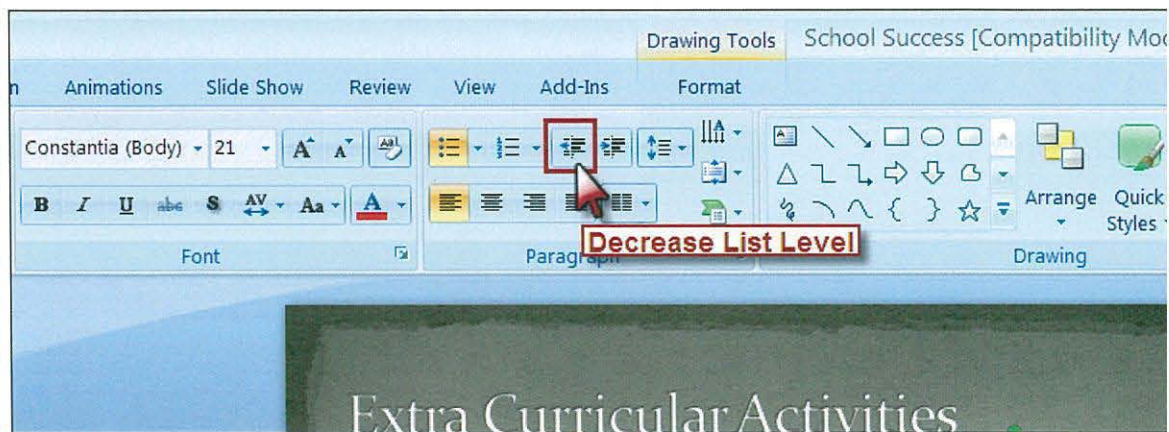
- Type:
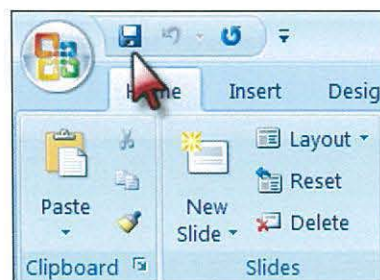 - **Participate in sports**
  - **Mentor other students**
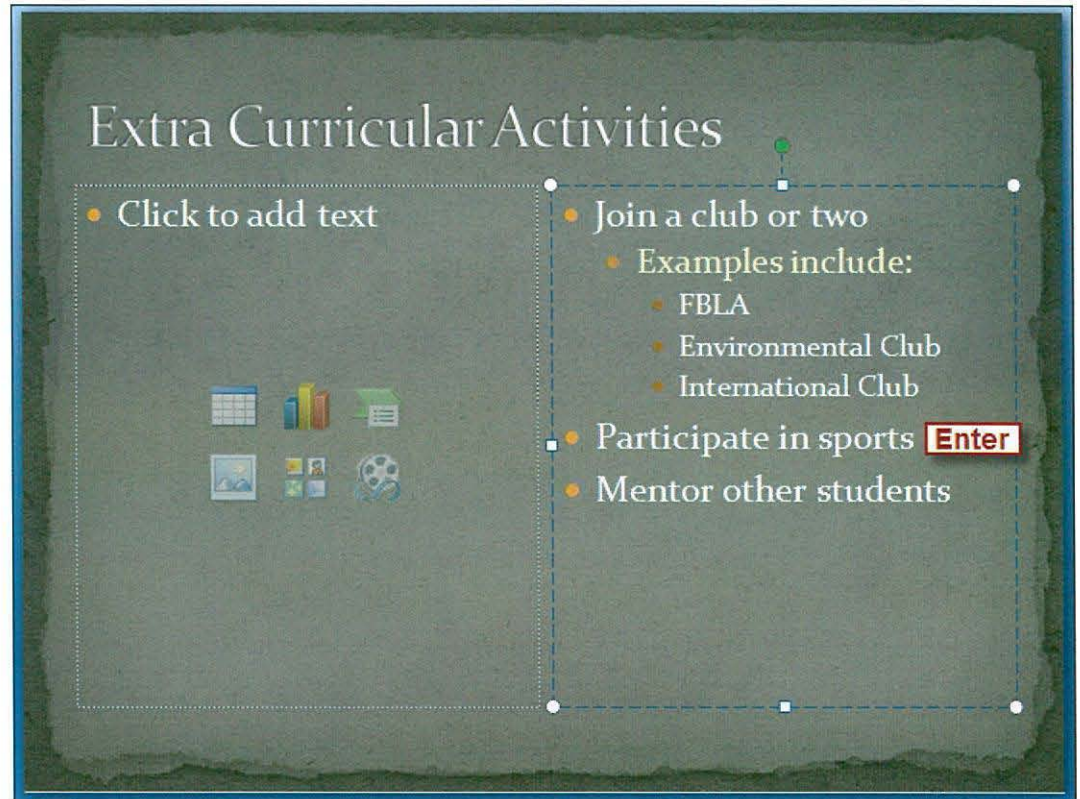
Learning Objective:

The student will be able to **save** to current location

- **Click** the quick **"Save"** button to save what you have done so far.

Learning Objective:
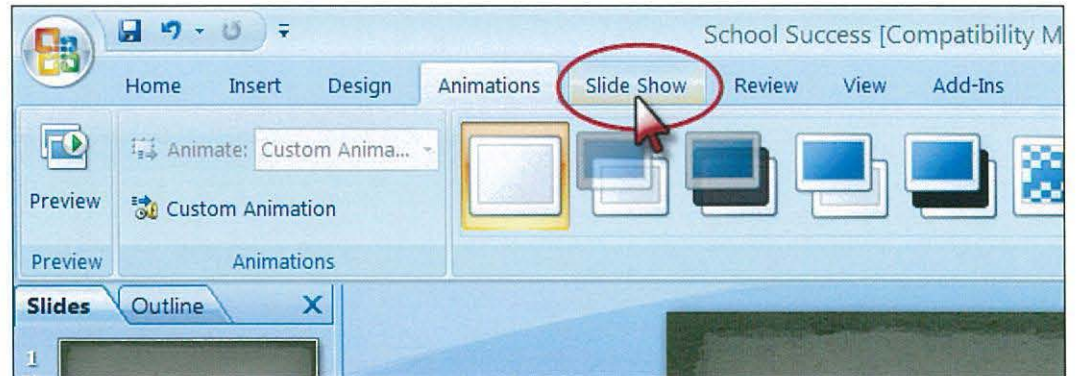
The student will be able to insert a **new slide**

The student will be able to create a slide with a **title and content** layout

● **Click** "New Slide"	
● **Click** the layout "**Title and Content**"	

Now there are 4 slides in the presentation

4 slides

Click to add notes
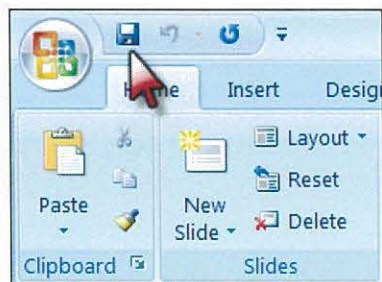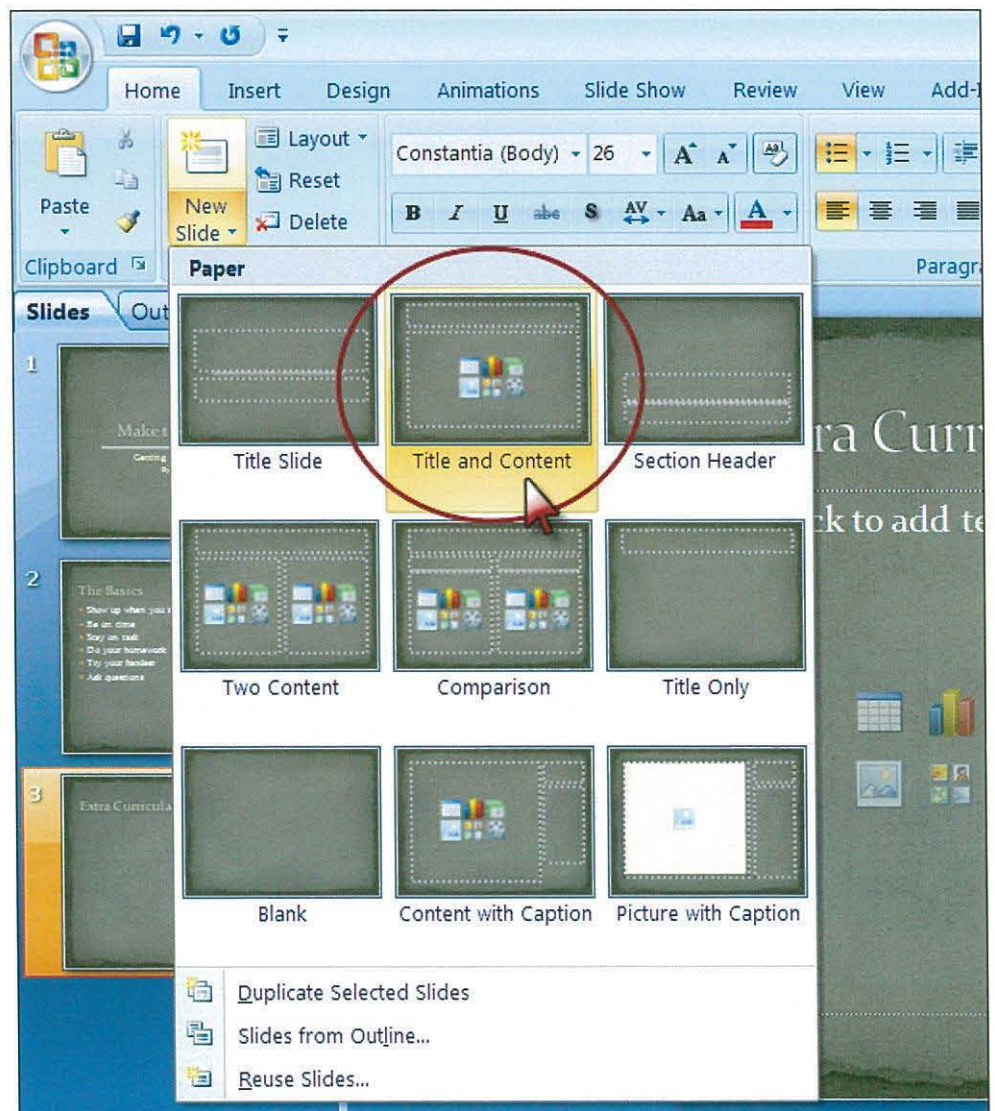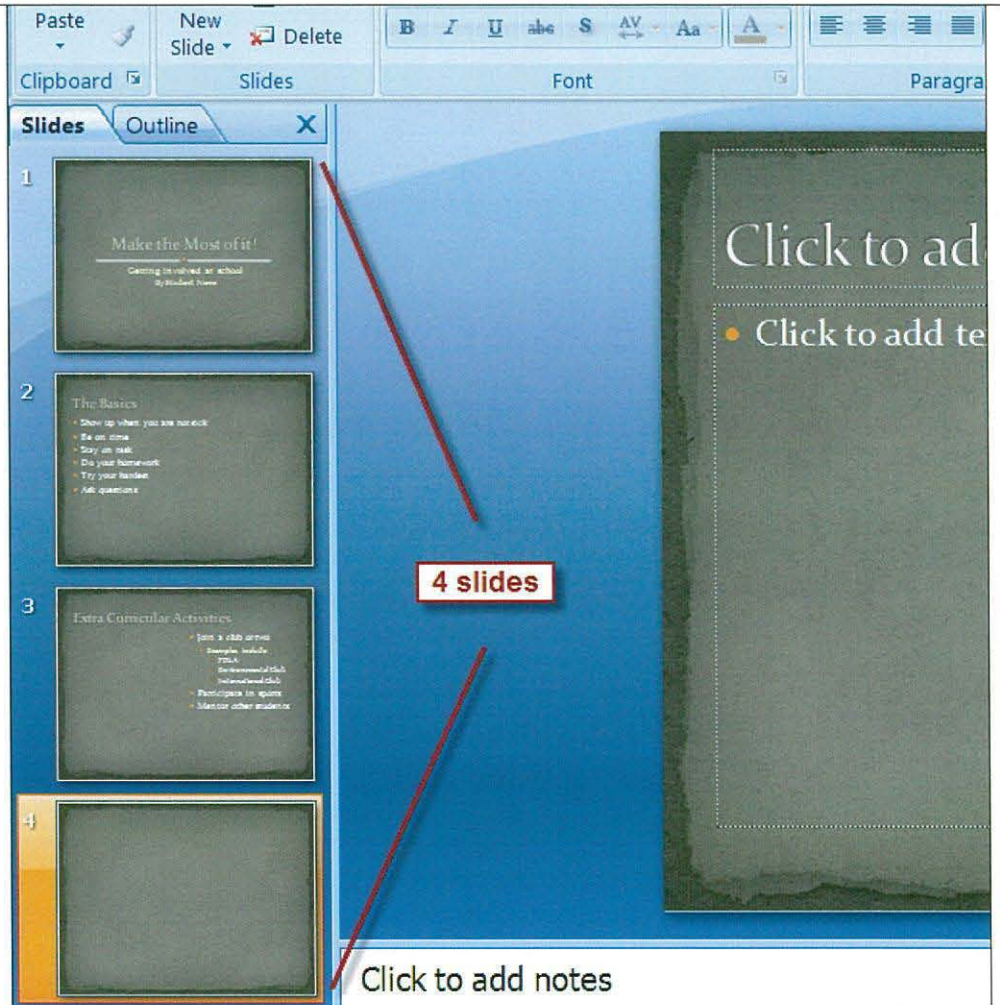
In the title placeholder,

● Type:

Why Should You Try?

Why Should You Try?

● Click to add text
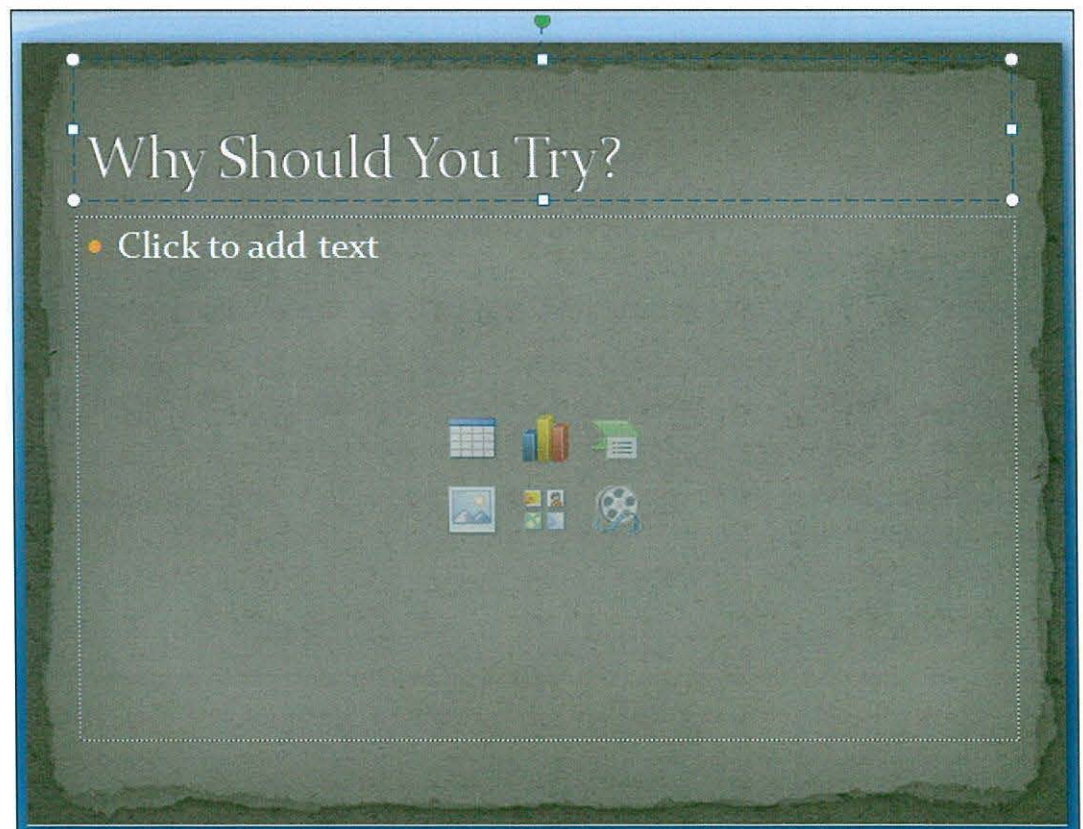
In the text placeholder,

- Type:

  - **Graduate from high school**
  - **Employability skills**
  - **Further your education**

- Press **Enter**
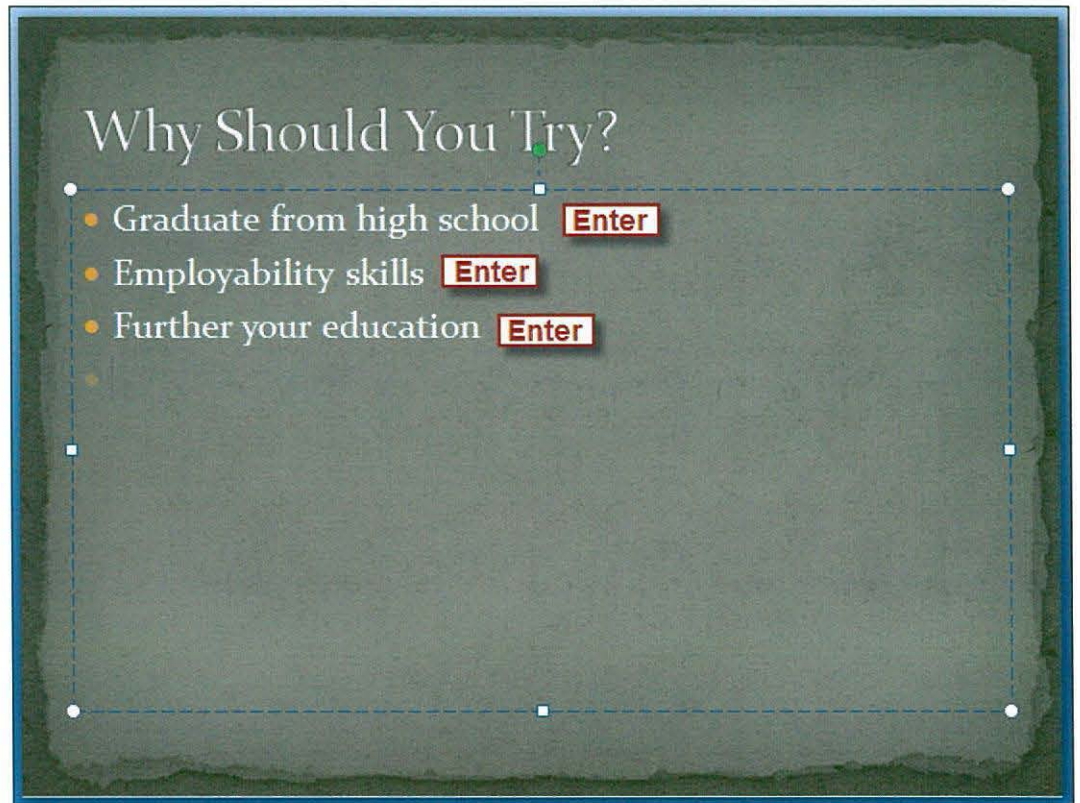
Why Should You Try?

- Graduate from high school **Enter**
- Employability skills **Enter**
- Further your education **Enter**

Learning Objective:

The student will be able to **increase list level**

The student will be able to **decrease list level**

- **Click** the "**Increase List Level**" button
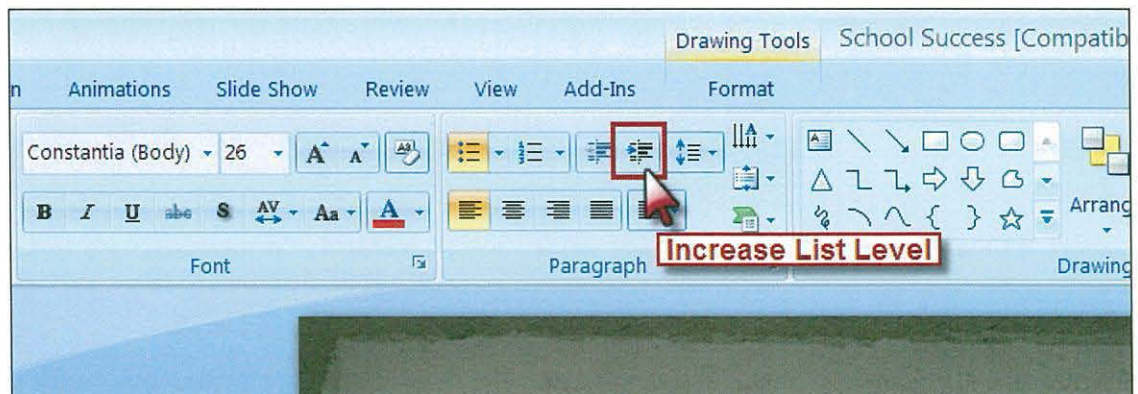
- Type:

  - **College**
  - **Apprenticeship**
  - **University**

- Press **Enter**
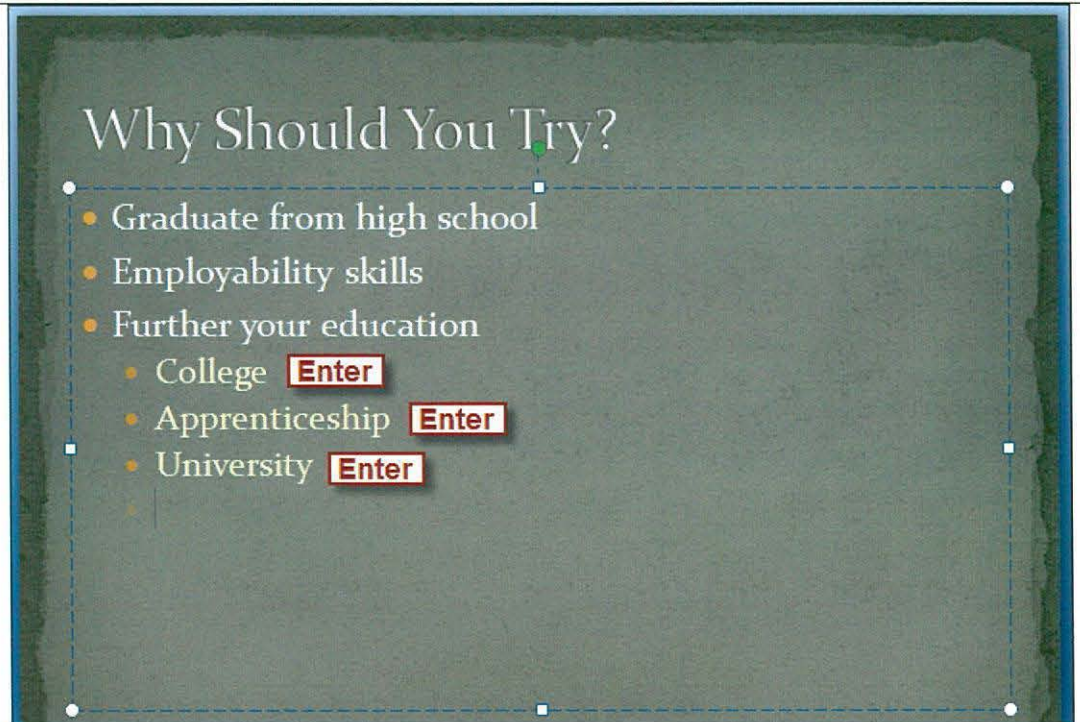
- **Click** the "**Decrease List Level**" button
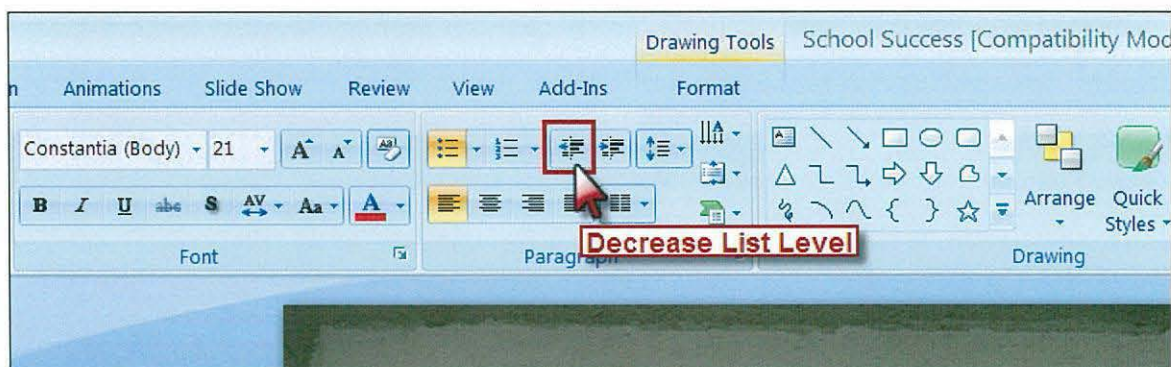
- Type:

  - **Network with people**
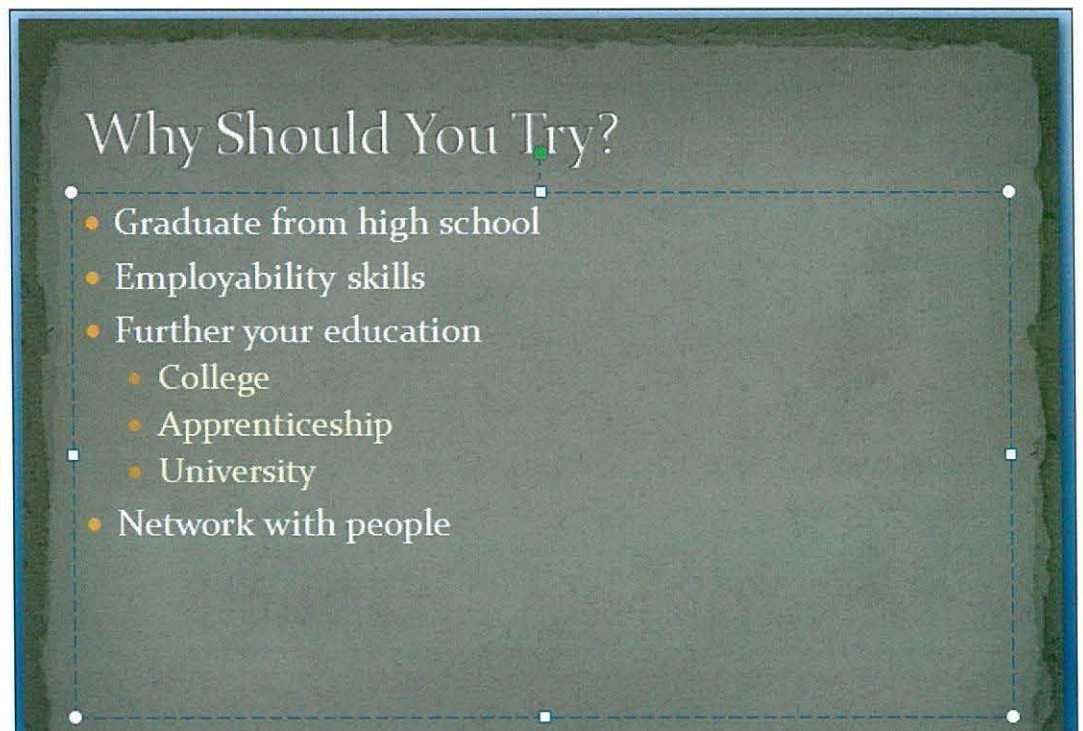
Learning Objective:

The student will be able to **save** to current location

- **Click** the quick "**Save**" button to save what you have done so far.
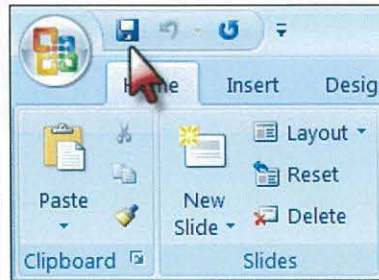

Learning Objective:

The student will be able to insert **Clip Art**

The student will be able to **move** Clip Art

The student will be able to **resize** Clip Art

- **Click** the **Slide 3** thumbnail in the Slides tab
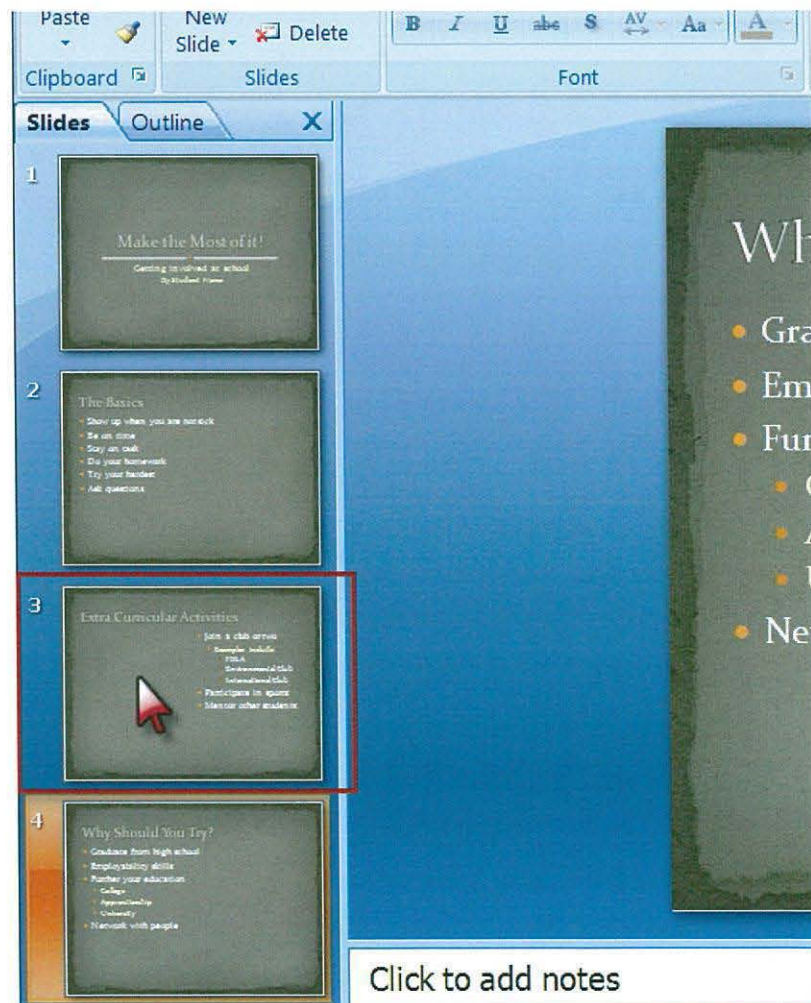
- **Click** the "**Clip Art**" button in the content placeholder
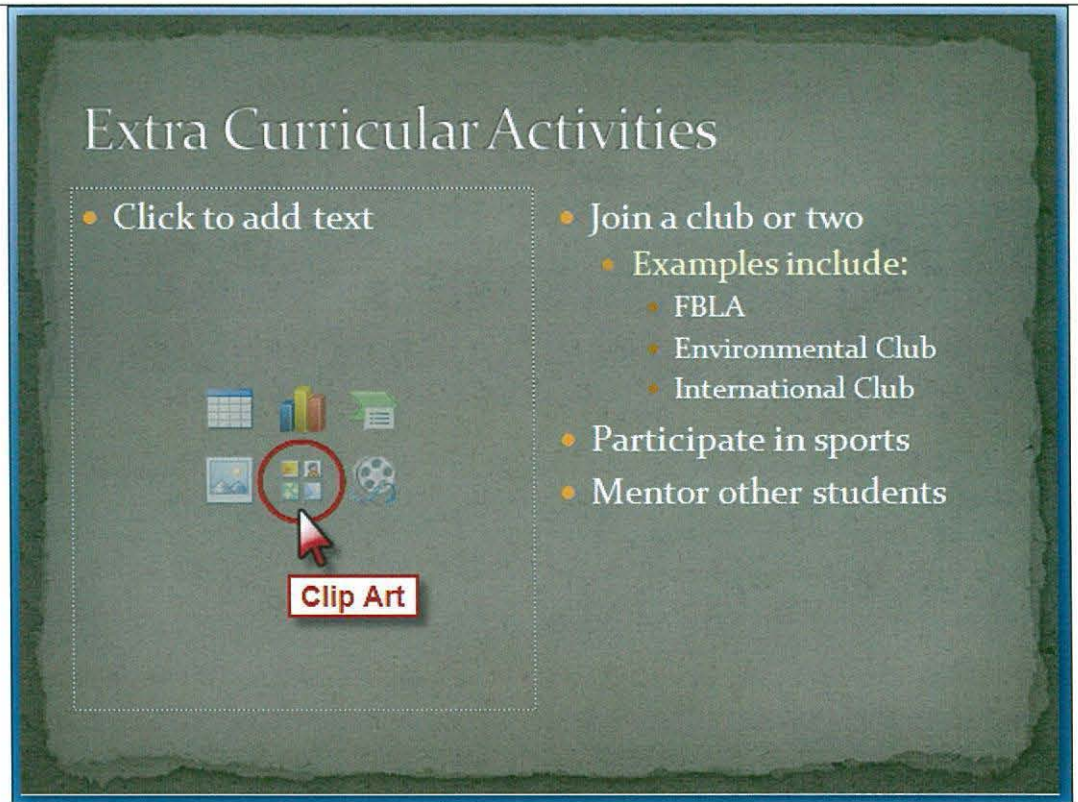
① Type:

sports

in the **"Search for:"** box
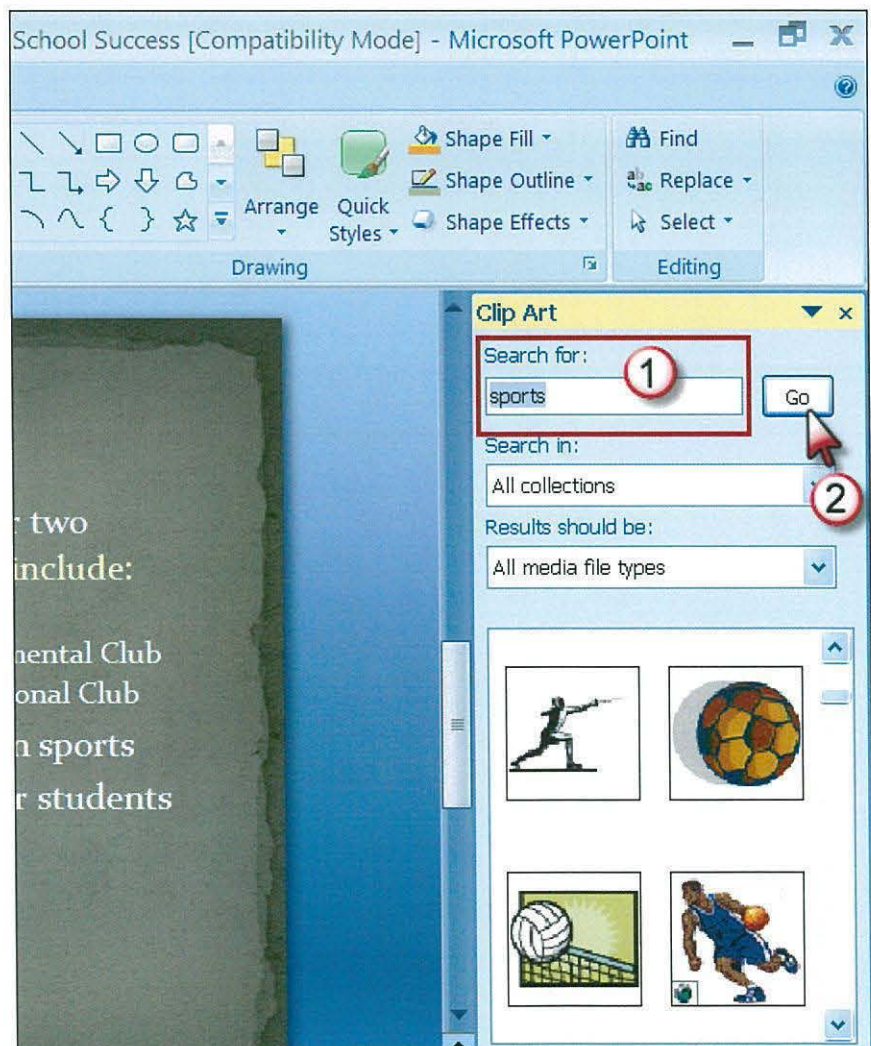
② **Click** "Go"

- **Click** the clip art shown or a similar clip art picture if the circled one is not available.

This is where the clip art picture is placed.

The next step is to resize it.

Drag the upper left sizing handle diagonally outward until the clip art is resized as shown.

This is where the clip art picture is placed.

The next step is to move it.
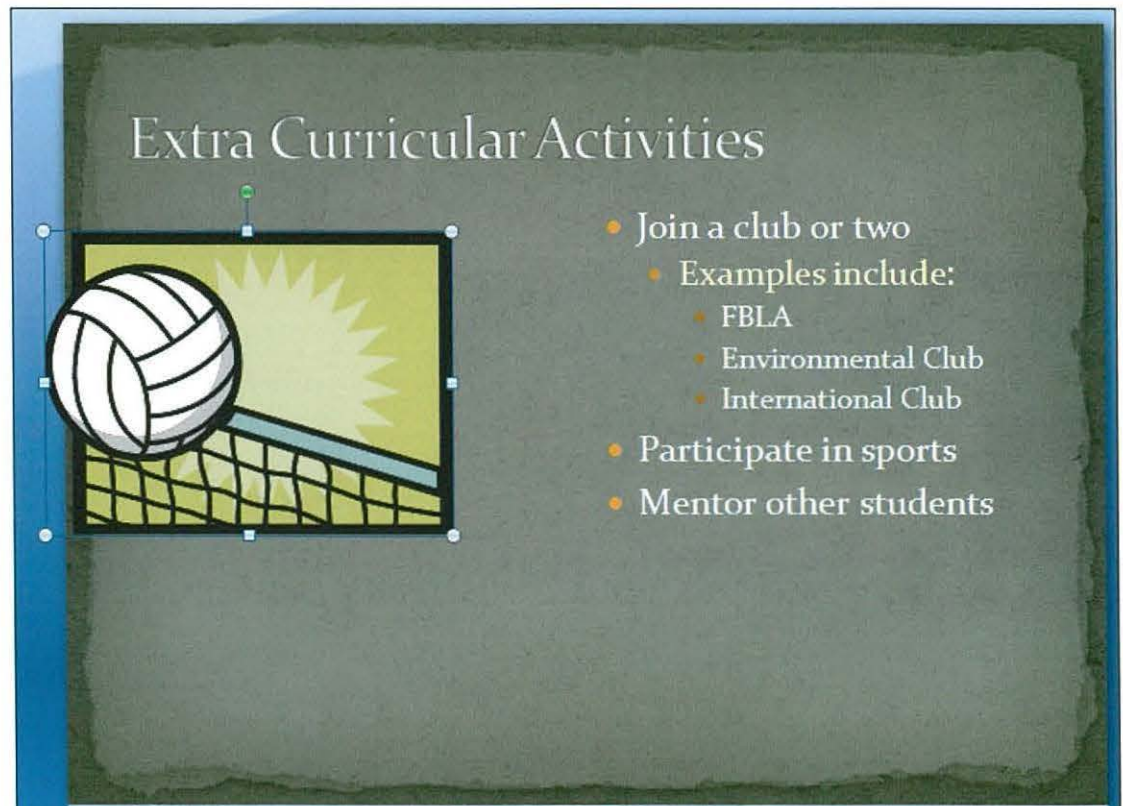
Click, hold down the mouse button, and drag the clip art up and to the right
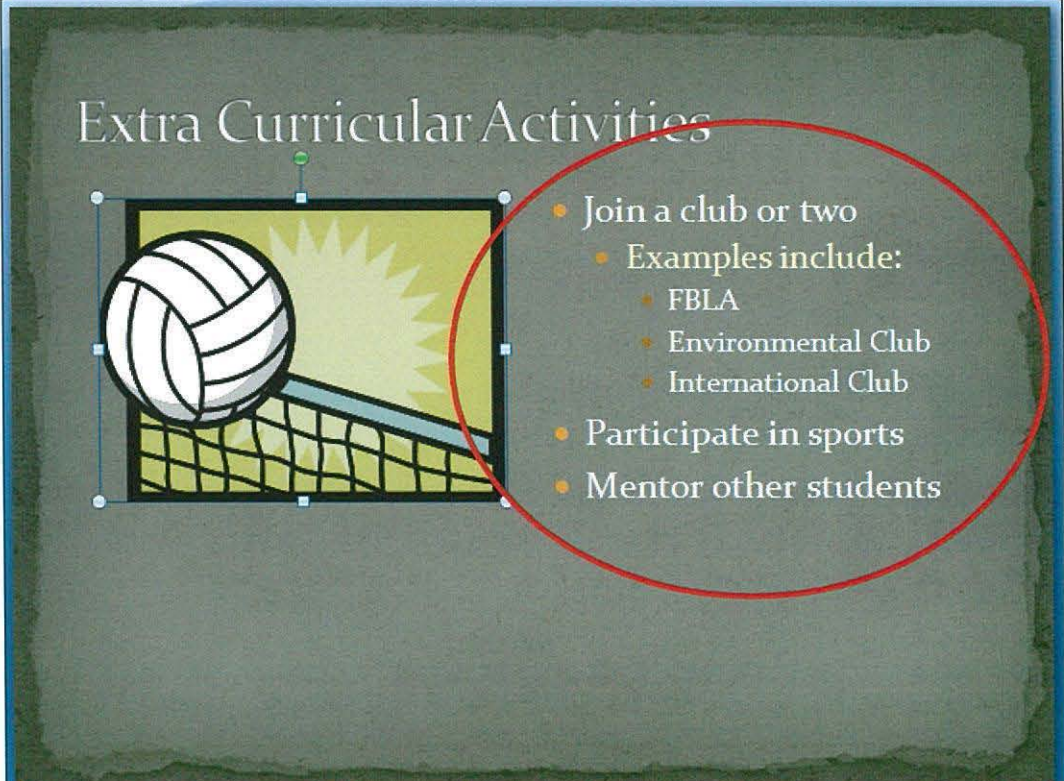
Extra Curricular Activities
- Join a club or two
  - Examples include:
    - FBLA
    - Environmental Club
    - International Club
- Participate in sports
- Mentor other students

This is how slide 3 should look

Notice the 7 x 7 rule is followed

Only 7 lines on the slide and no more than 7 words per line

Extra Curricular Activities
- Join a club or two
  - Examples include:
    - FBLA
    - Environmental Club
    - International Club
- Participate in sports
- Mentor other students

- **Click** the "**Close**" button to exit clip art
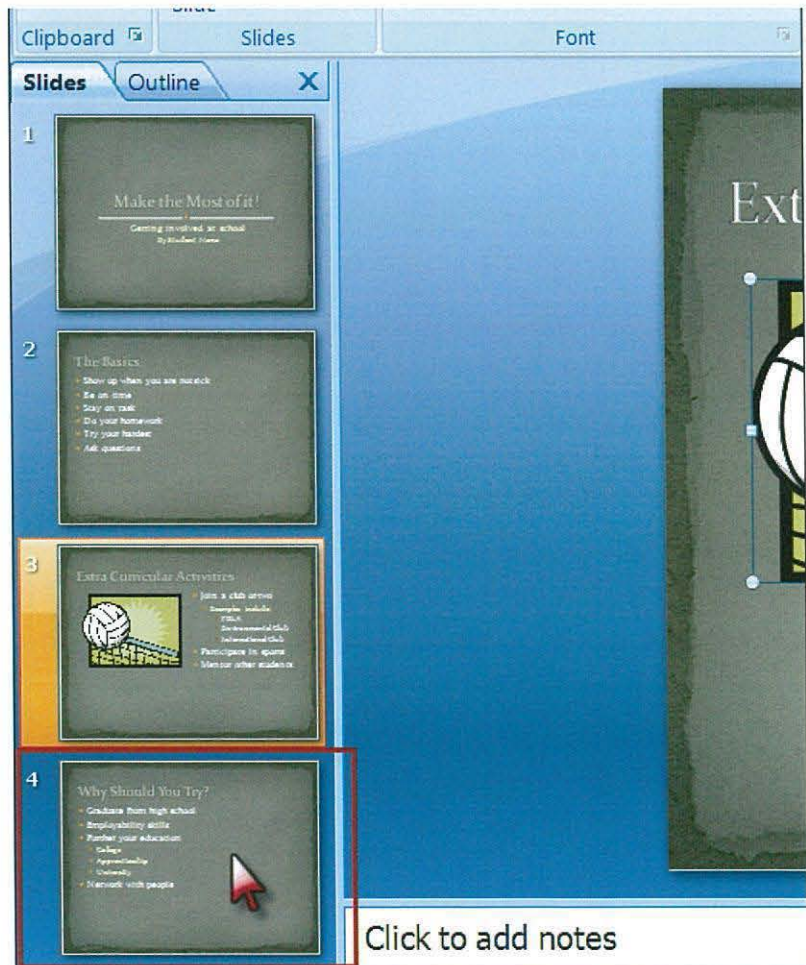
×

- **Click** the **Slide 4** thumbnail in the Slides tab

Learning Objective:

The student will be able to insert **Clip Art**

The student will be able to **move** Clip Art

The student will be able to **resize** Clip Art

- **Click** "**Insert**" on the Ribbon
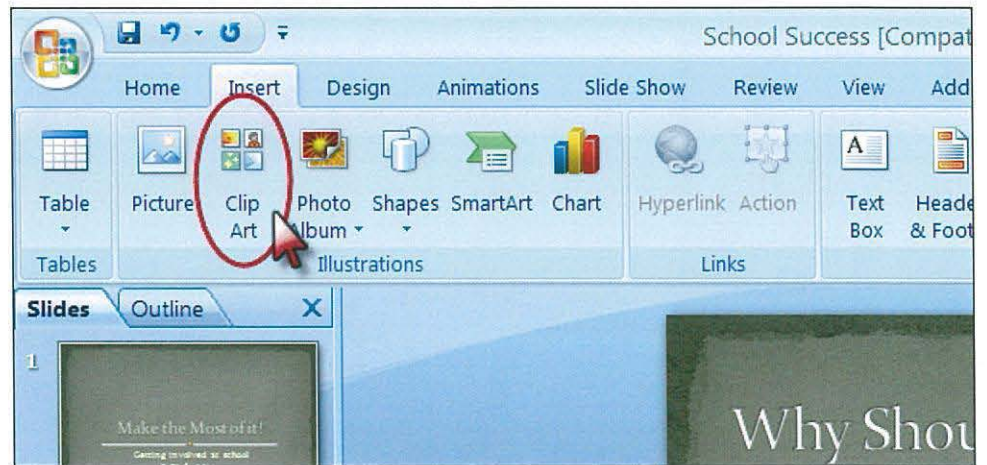
- **Click** the "**Clip Art**" button

  Clip
  Art

① Type: **education** n the **"Search for:"** box ② **Click** "Go"	
● **Click** the clip art shown or a similar clip art picture if the circled one is not available.	
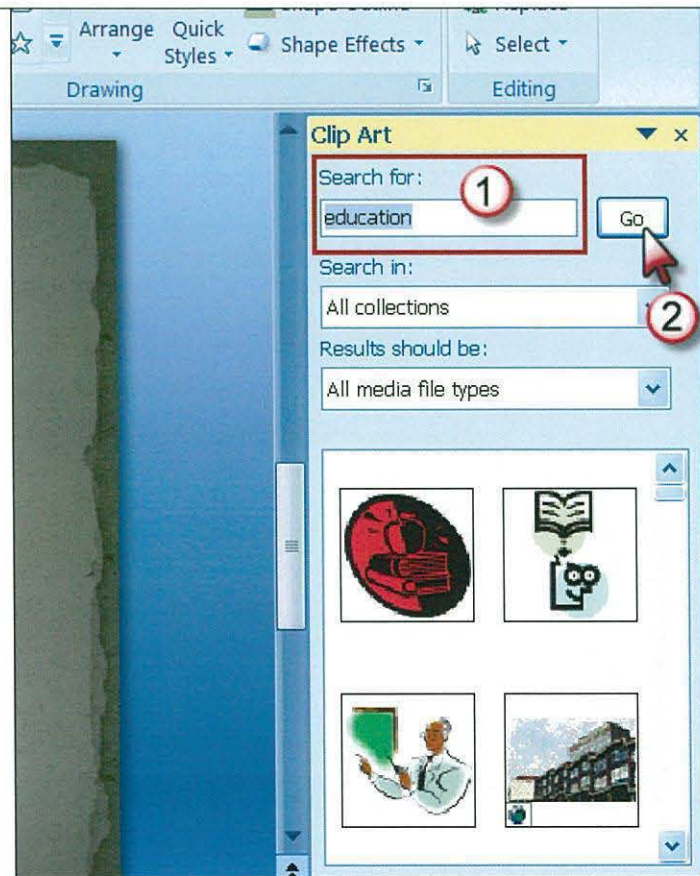
This is where the clip
art picture is placed.

The next step is to
resize it.

Drag the lower
right sizing handle
diagonally outward
until the clip art is
resized as shown.

This is where the clip art picture is placed.

The next step is to move it.

Click, hold down the mouse button, and drag the clip art up and to the right

This is how slide 4 should look
 	
Notice the 7 x 7 rule is followed
 	
Only <u>7 lines</u> on the slide and no more than <u>7 words per line</u>
	Why Should You Try?
	
	• Graduate from high school
	• Employability skills
	• Further your education
	   • College
	   • Apprenticeship
	   • University
	• Network with people

• **Click** the "**Close**" button to exit clip art ☒	[Microsoft PowerPoint window in Compatibility Mode showing Shape Fill, Shape Outline, Shape Effects, Quick Styles, Find, Replace, Select, Editing. Clip Art panel with Search for: "education", Go, Close button circled. Search in: All collections. Results should be: All media file types.]
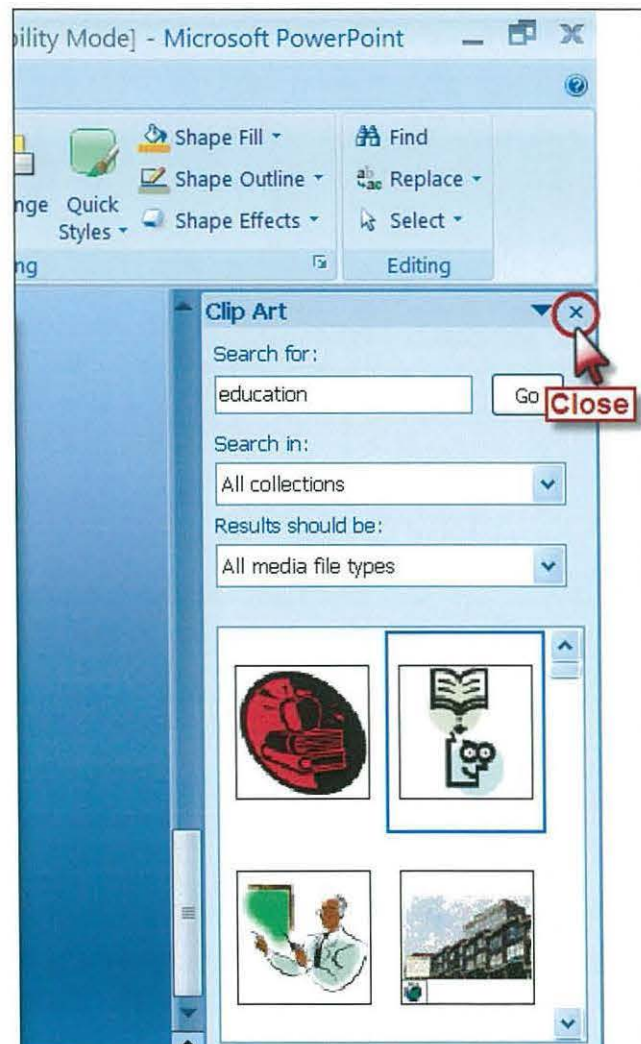
Learning Objective:

The student will be able to **save** to current location 💾

• **Click** the quick "**Save**" button 💾 to save what you have done so far.	
• **Click** the **Slide 1** thumbnail in the Slides tab	
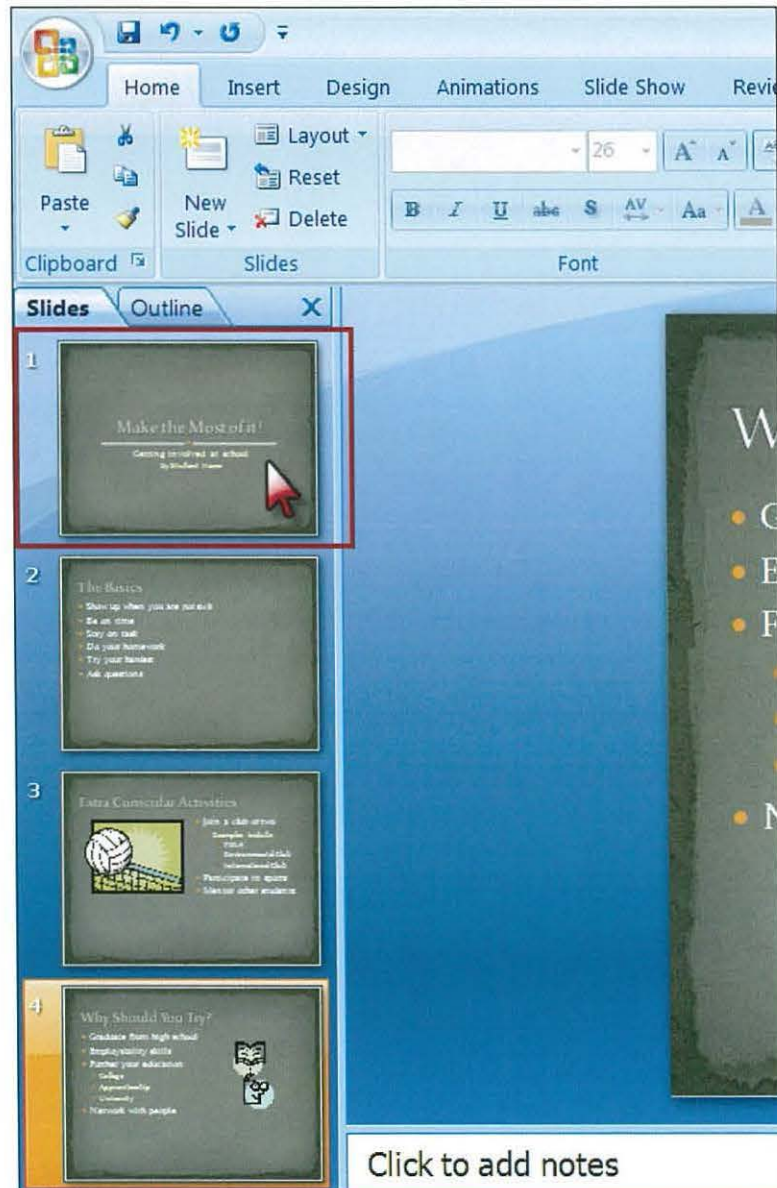
Learning Objective:

The student will be able to apply slide transitions

Transition

- **Click "Animations"** on the Ribbon
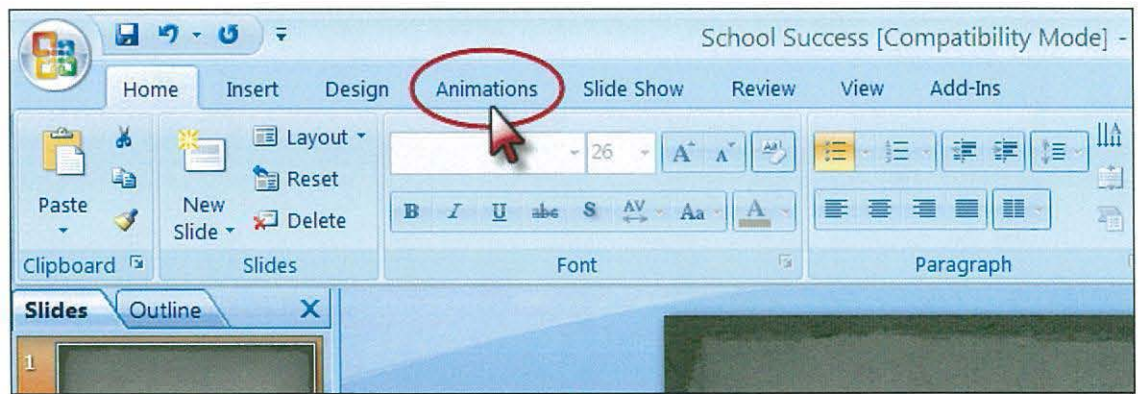
- **Click** the "**More**" button for more transitions
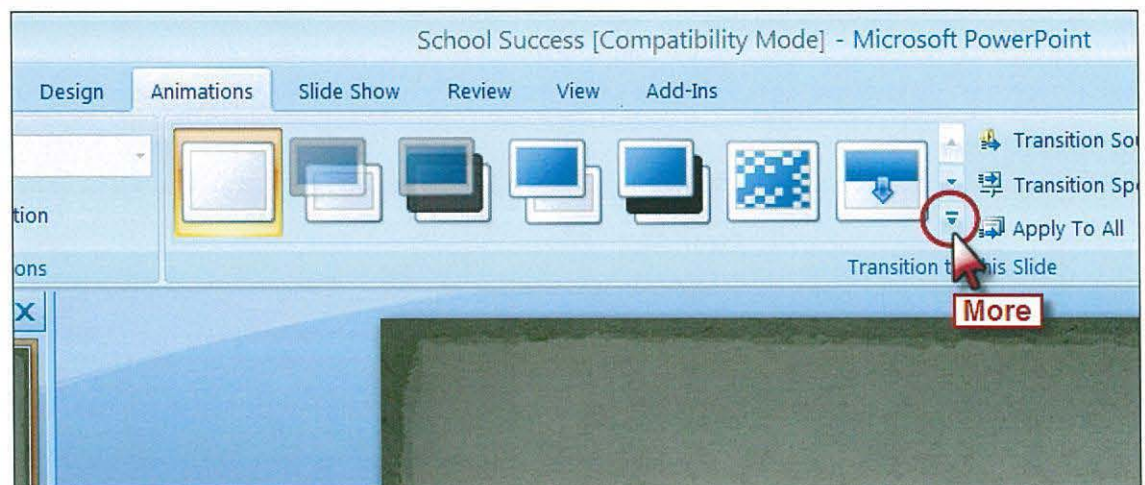
- **Click** "Shape Plus" in the transitions gallery
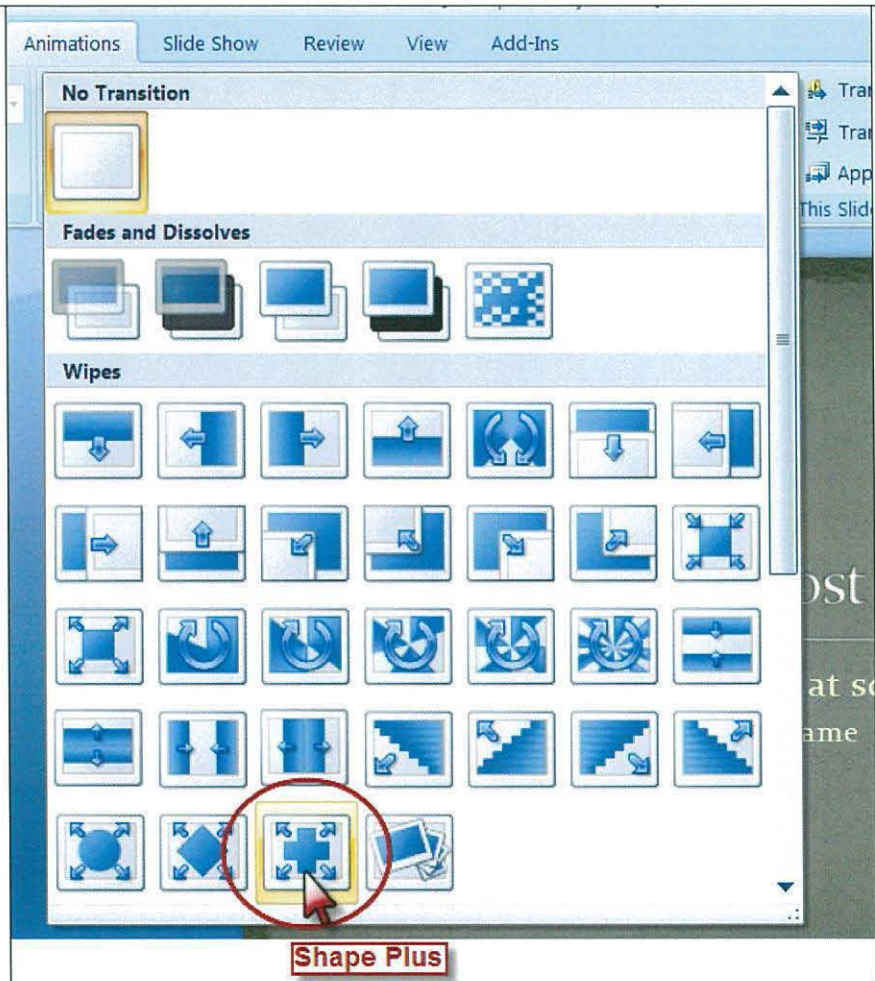
Shape Plus

Click the **Slide 2** thumbnail in the Slides tab
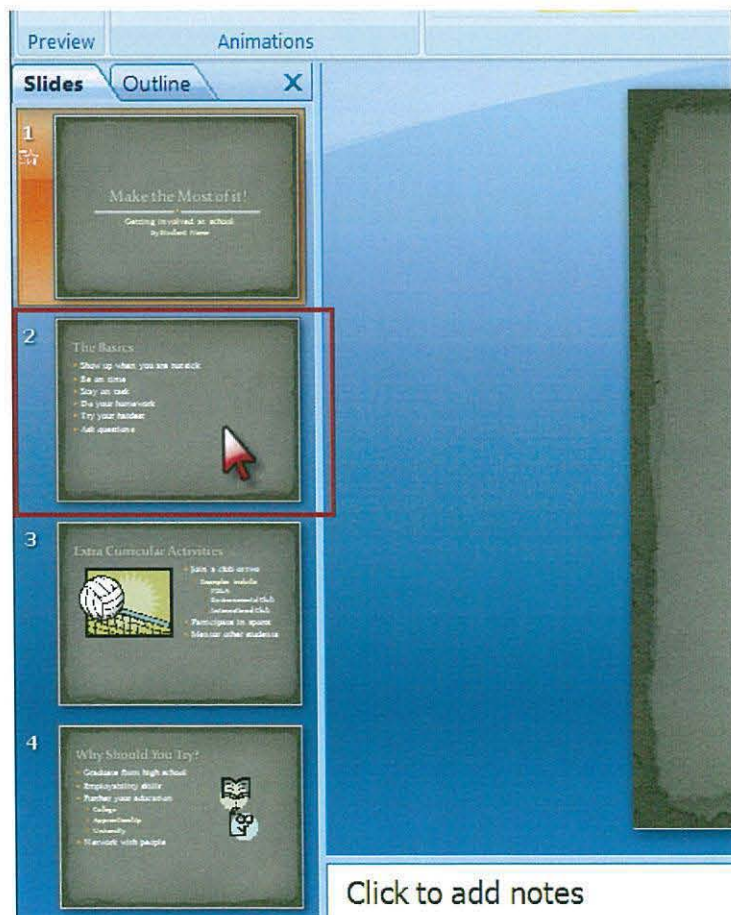
- **Click** the "**More**" button for more transitions

- **Click** "Wedge" in the transitions gallery
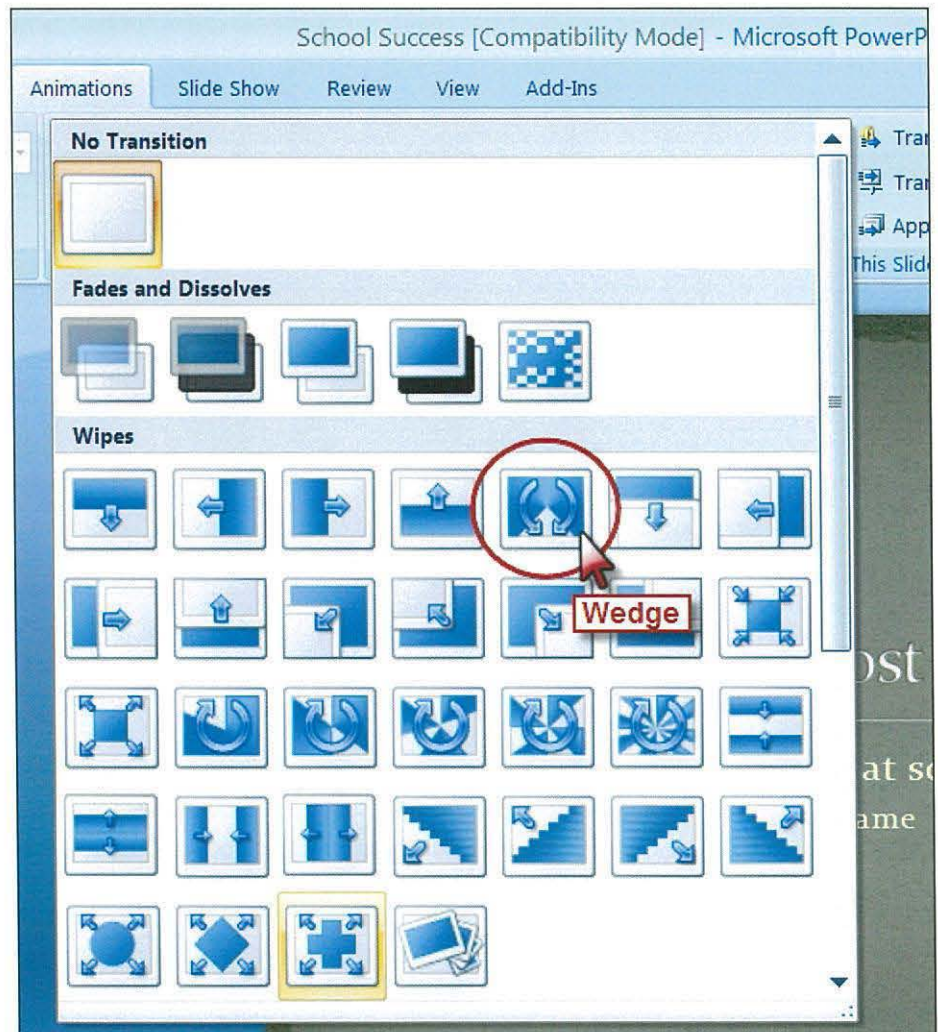
Learning Objective:

The student will be able to apply custom animations **:⊙ Custom Animation**

- **Click** anywhere on the content placeholder

The Basics
- Show up when you are not sick
- Be on time
- Stay on task
- Do your homework
- Try your hardest
- Ask questions

- **Click**
"Custom Animation"
:⊙ Custom Animation

Home   Insert   Design   Animations   Slide Show   Review   View   Add-Ins   Format

Animate: No Animation

Preview

:⊙ Custom Animation

Preview   Animations

Slides   Outline
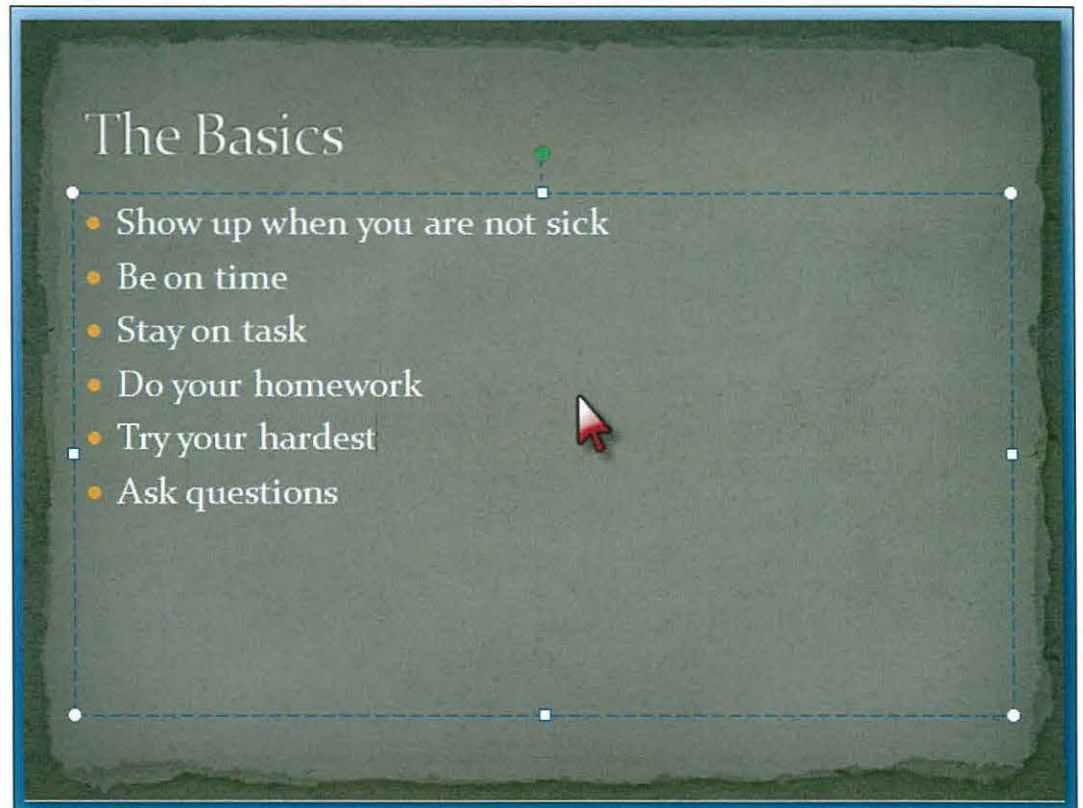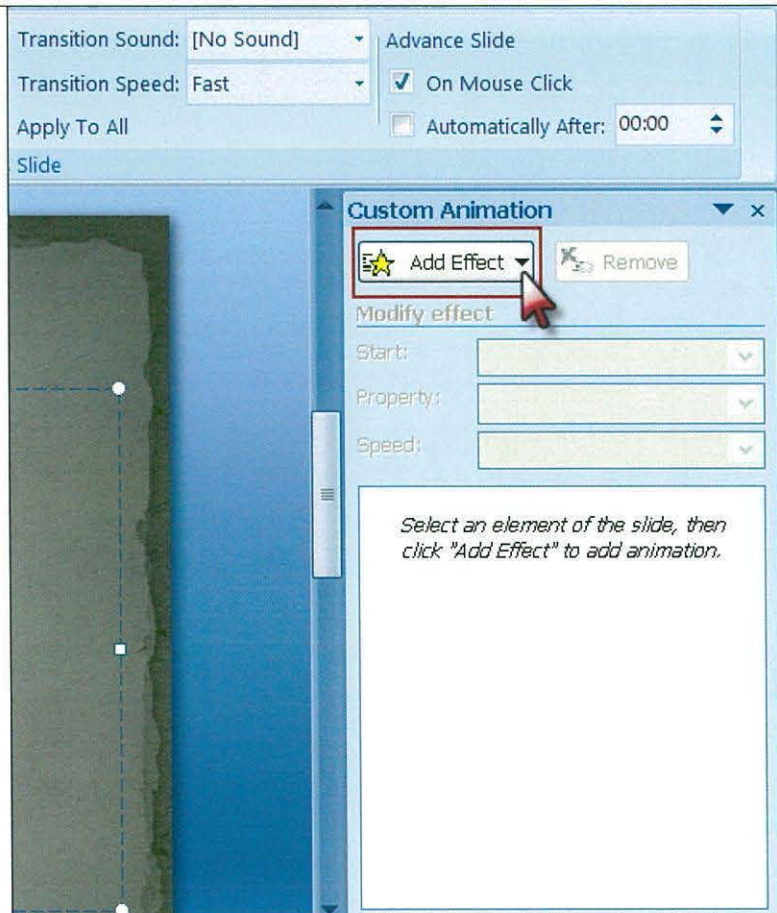
● **Click** "Add Effect"		
In the Custom Animations gallery: ① Click "Entrance" ② **Click** "More Effects…"		
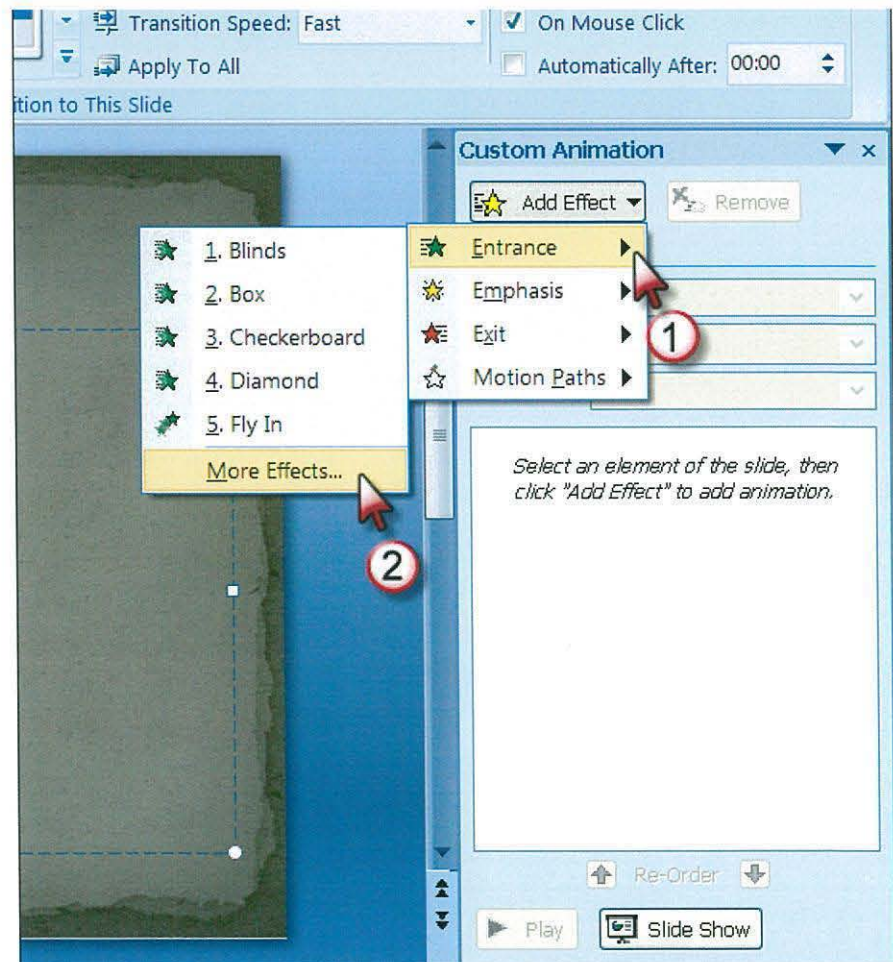
① **Click** "Peek In"

② **Click** "OK"
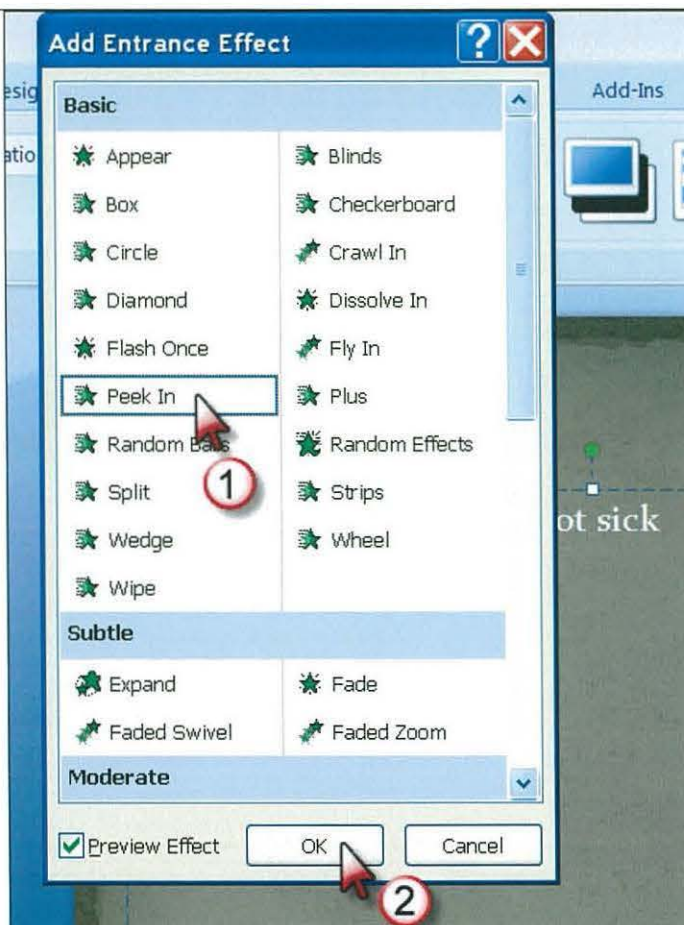
● **Click** the **Slide 4** thumbnail in the Slides tab
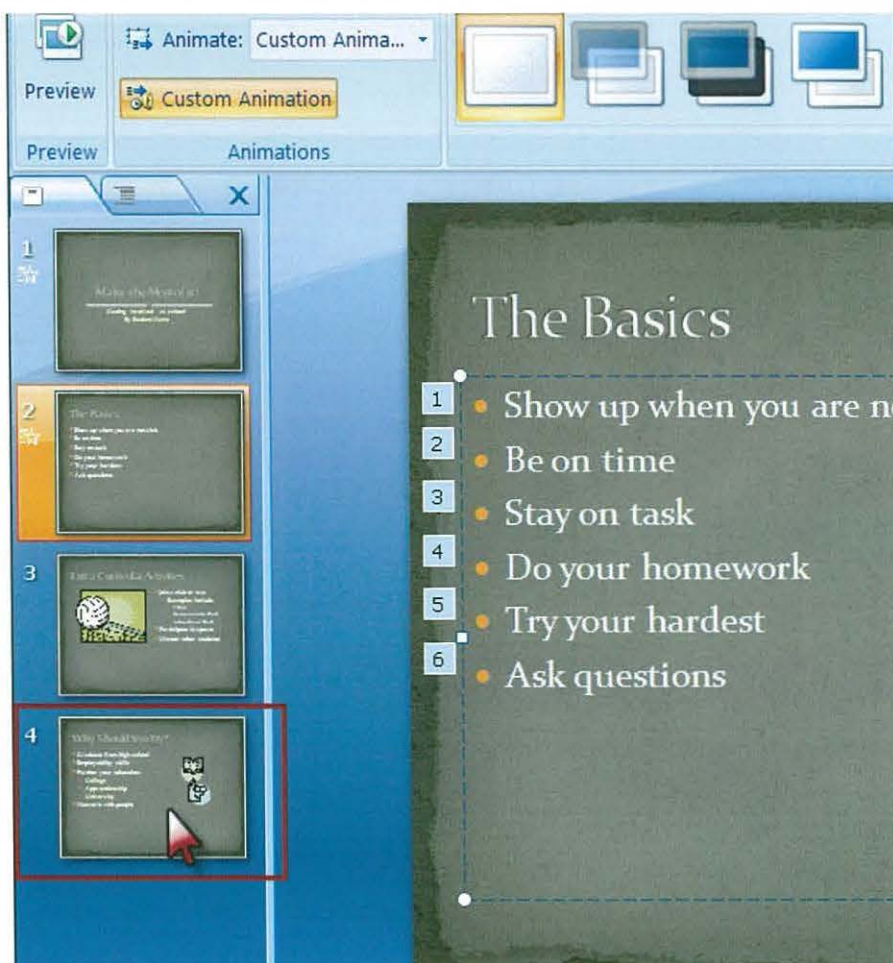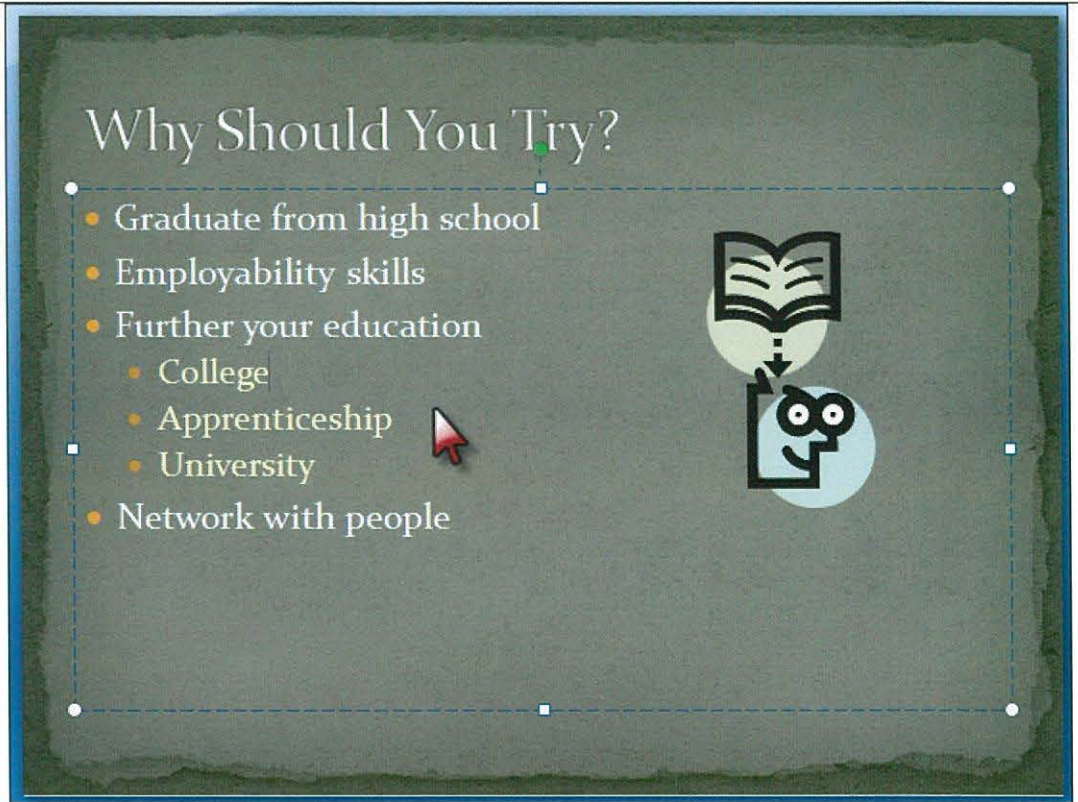
• **Click** anywhere on the content placeholder	
In the Custom Animations gallery • **Click** "Add Effect" ⊡★ Add Effect ▼	
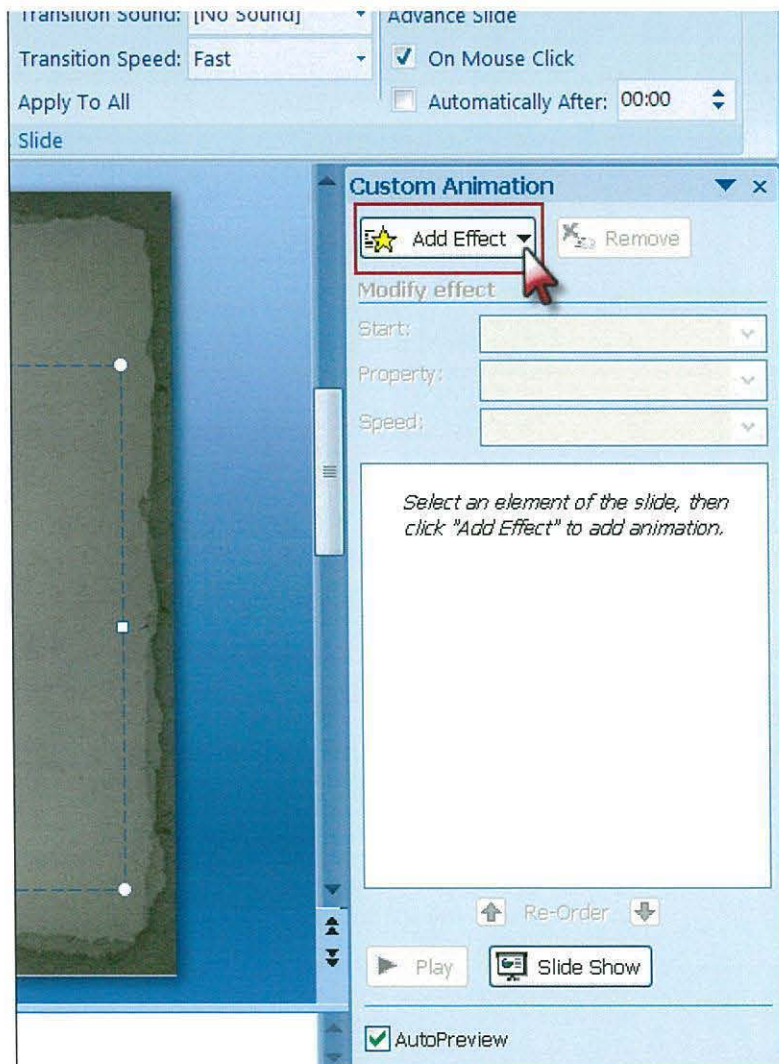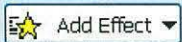
In the Custom
Animations gallery:

① Click "Entrance"

② **Click** "More
Effects…"
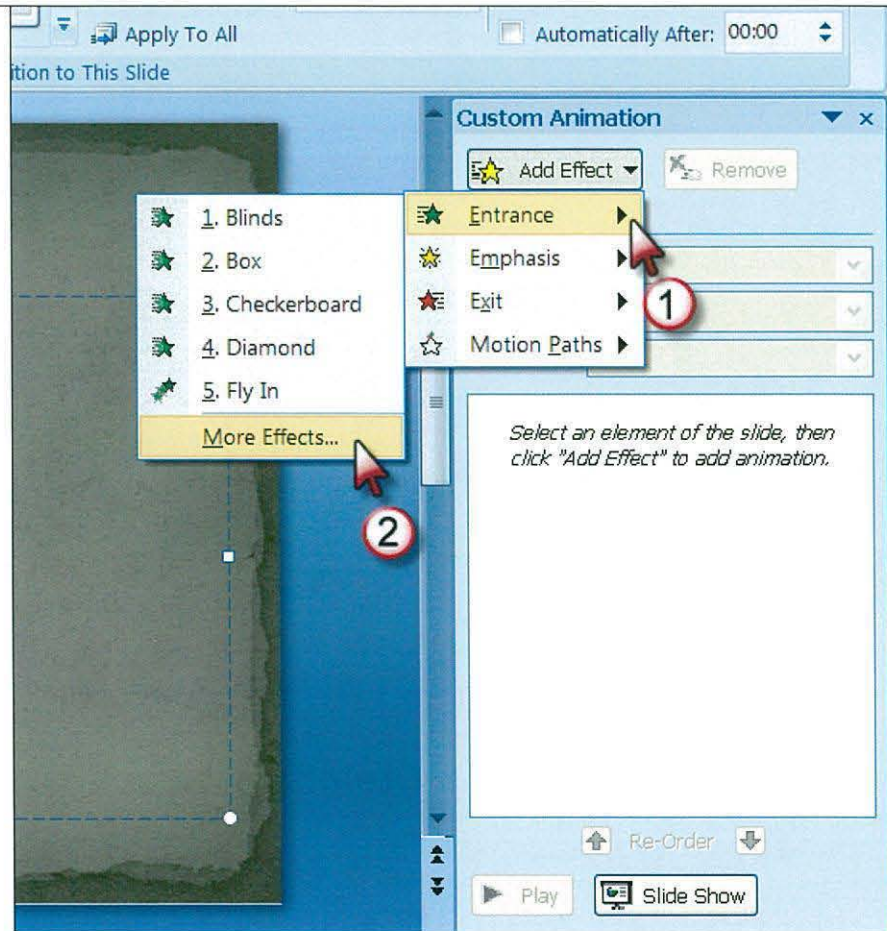
① **Click** "Strips"

② **Click** "OK"
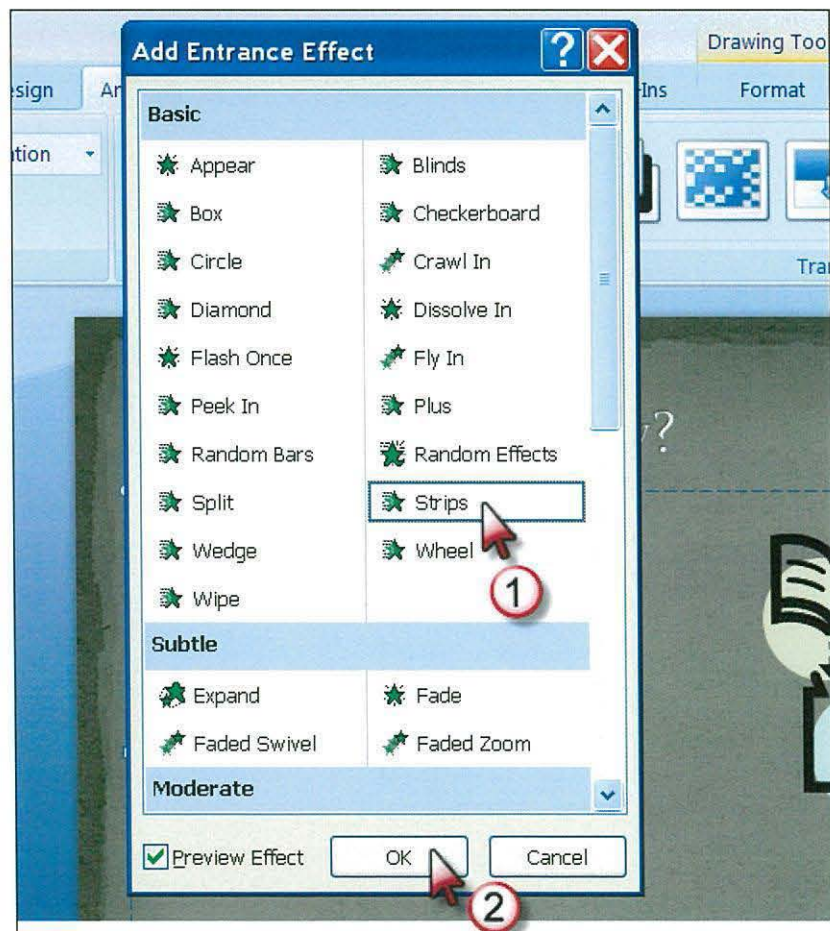
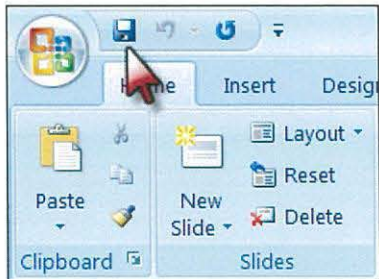- **Click** the "**Close**" button to exit custom animations ×
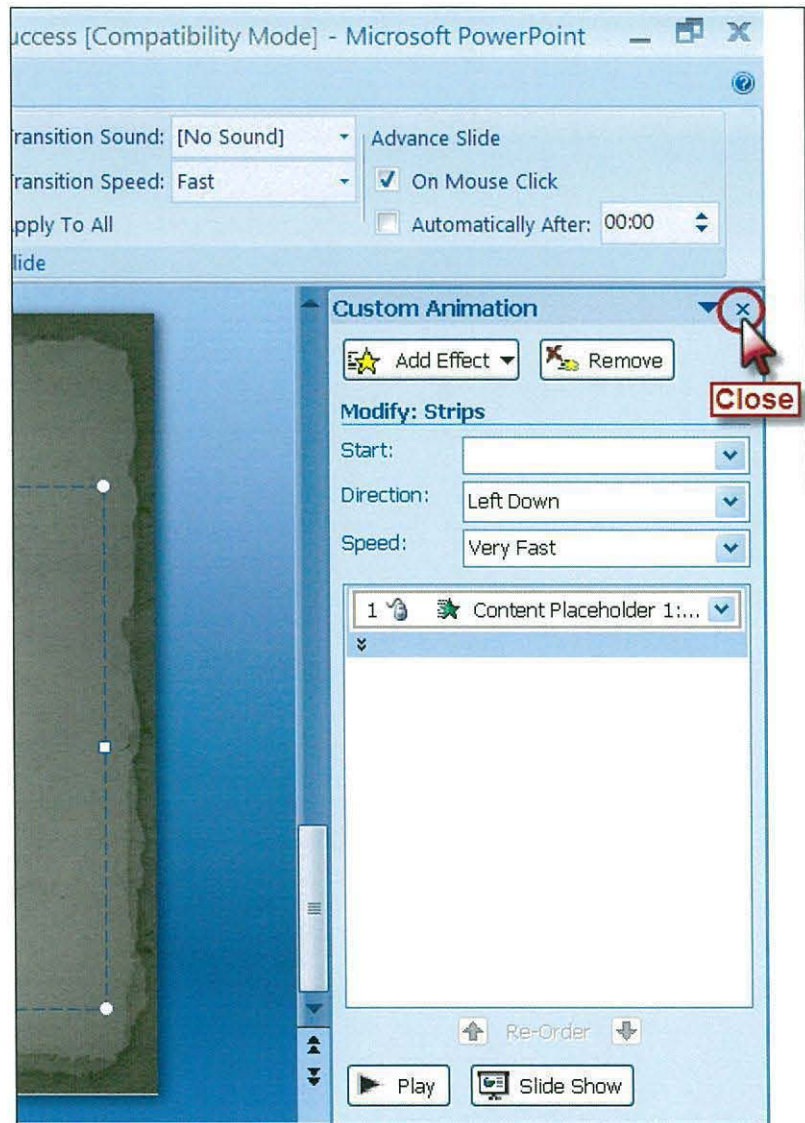
Learning Objective:

The student will be able to **save** to current location 💾

- **Click** the quick "**Save**" button 💾 to save what you have done so far.
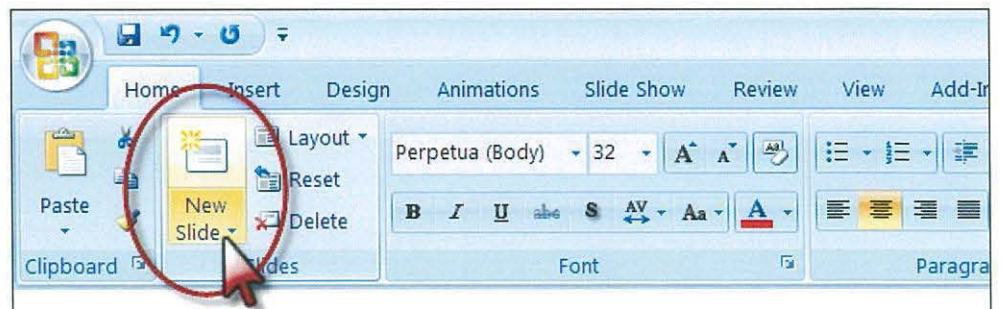
Learning Objective:

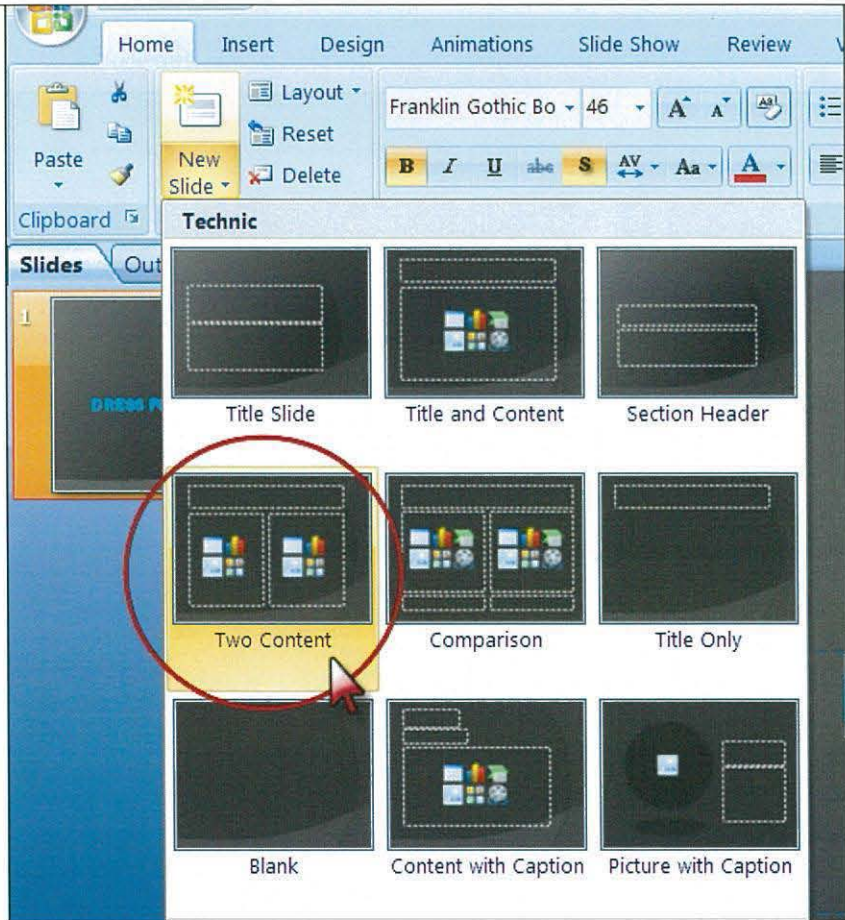The student will be able to view a presentation as a **slide show** From Beginning
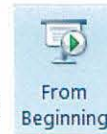
• **Click** the **"Slide Show"** Ribbon	
• **Click** **"From Beginning"** in the Start Slide Show section From Beginning	
• **Click** to display slide 2	
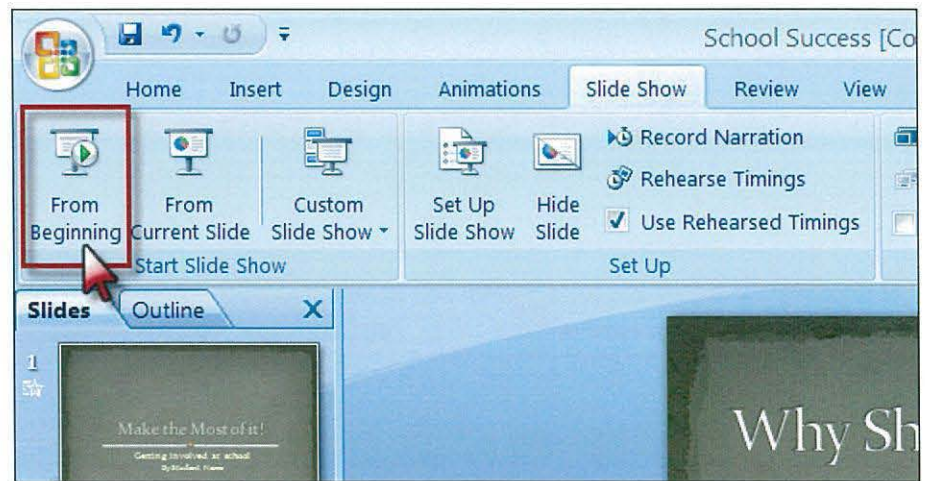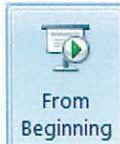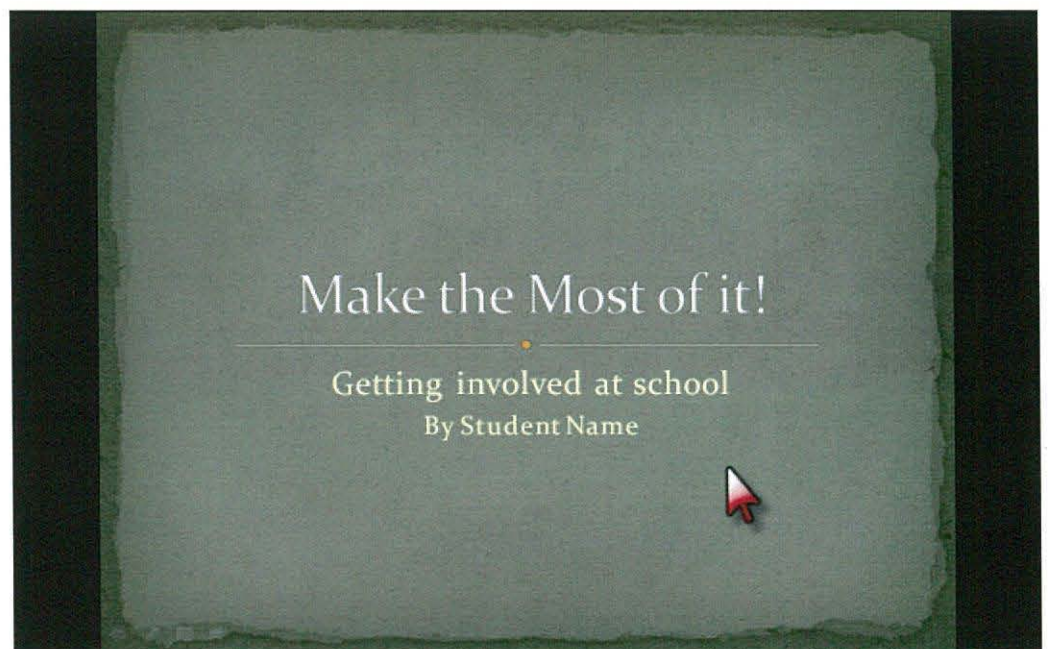
- **Click** to display the text

The Basics

- Keep **clicking** until slide 3 is displayed

The Basics
- Show up when you are not sick

- **Click** to display slide 4

Extra Curricular Activities
- Join a club or two
  - Examples include:
    - FBLA
    - Environmental Club
    - International Club
- Participate in sports
- Mentor other students

● **Click** to display text	
● Keep **clicking** until the end slide is displayed	
● **Click** to end the slide show	
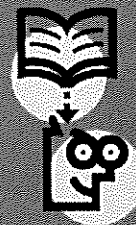
Learning Objective:

The student will be able to **save** to current location 🖫

● **Click** the quick "**Save**" button 🖫 to save one last time.	
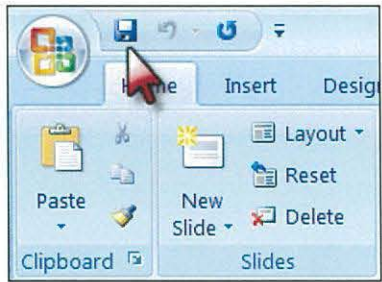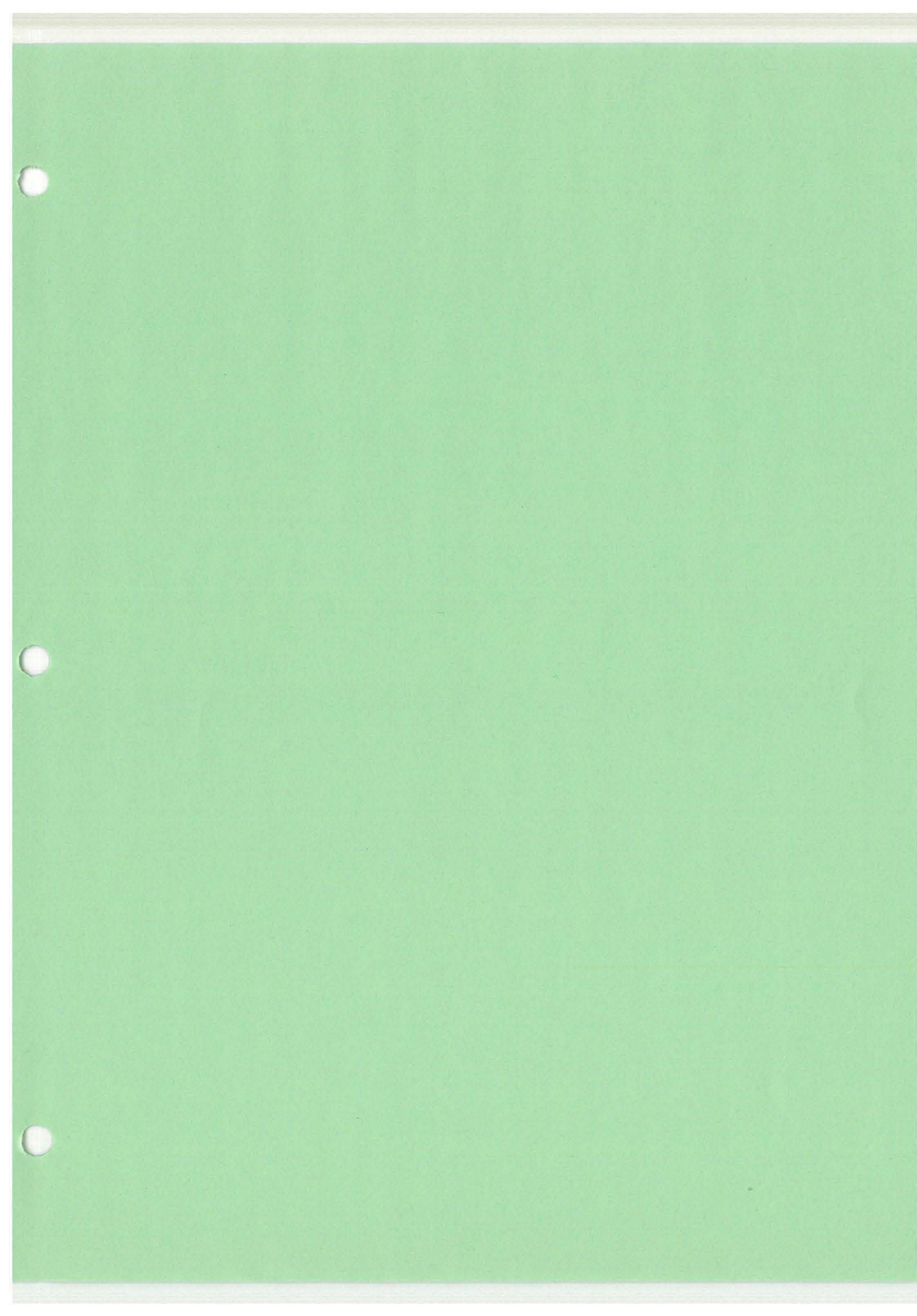
Dress for Success
PowerPoint Presentation

DRESS FOR SUCCESS

By Student Name

1

Male Professional Dress

- Slacks with collared shirt
- Tie (if not wearing blazer)
- Dress shoes
  - No tennis shoes
- Belt and dress socks

2

Female Professional Dress

- Slacks, skirt, or dress
- Matching blouse or sweater
- Dress shoes
  - No tennis shoes
- Nylons or dress socks

3

Clothing NOT Allowed

- Denim
- Shorts
- Clothing with tears
- T-shirts/tank tops
- Hats
- Undergarments showing

4

Directions:
Follow the bulleted instructions and look at the corresponding pictures to create the About Microsoft PowerPoint presentation.

Note: The 7 x 7 rule is used on each slide: a maximum of 7 words per line and a maximum of 7 lines per slide.

Learning Objective:
The student will be able to **open** and **save as** a PowerPoint 97-2003 presentation

• **Open** PowerPoint	
• **Click** the **"Office Button"**	
• Hover over **"Save As"** • **Click** "PowerPoint 97-2003 Presentation"	

Navigate to your "W: Drive"

1 **Click** the "My Documents" **drop down arrow**

2 **Click** the **W: drive**

(the one with your login name)

1 **Click** the folder "PowerPoint"

2 **Click** "Open"

① Type:

Dress for Success

② Click
"**Save**"
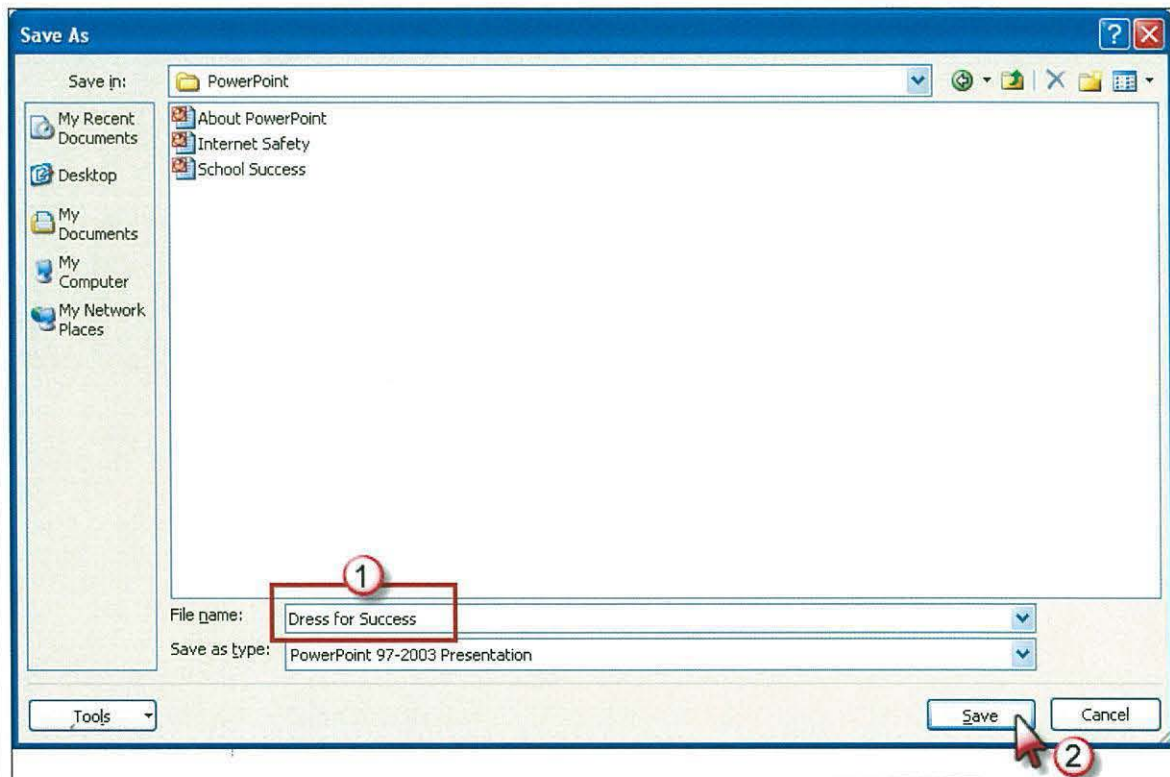
Save As

Save in: PowerPoint

- My Recent Documents
- Desktop
- My Documents
- My Computer
- My Network Places

About PowerPoint
Internet Safety
School Success

① File name: Dress for Success

Save as type: PowerPoint 97-2003 Presentation

Tools   Save   Cancel

②

Learning Objective:

The student will be able to apply a **theme** to a presentation

Aa

- **Click "Design"** on the Ribbon to display the Design tab

Dress for Success [Compatibility Mo

Home   Insert   Design   Animations   Slide Show   Review   View   Add-Ins

Paste   New Slide ▾   Layout   Reset   Delete   B I U abe S AV Aa ▾ A ▾   A⁻ A⁺

Clipboard   Slides   Font   Paragraph

Slides   Outline   X

1
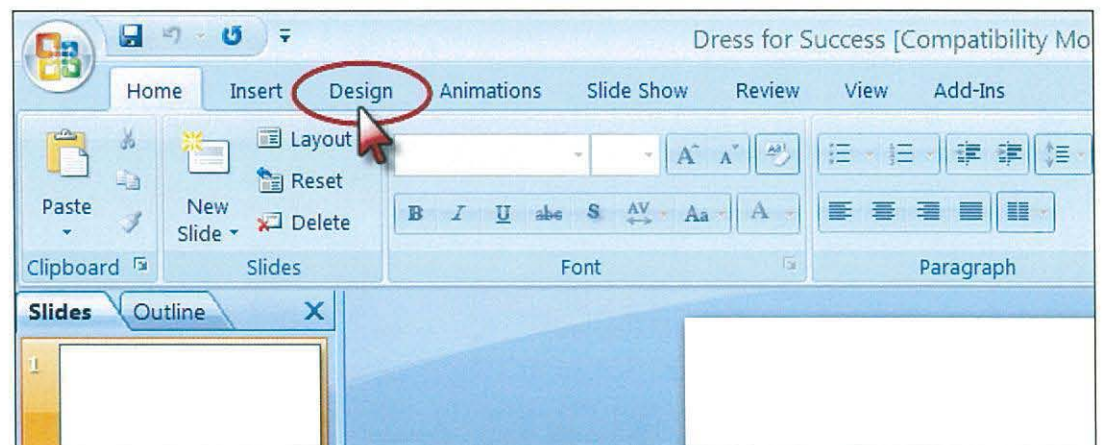
- **Click** the "More" button
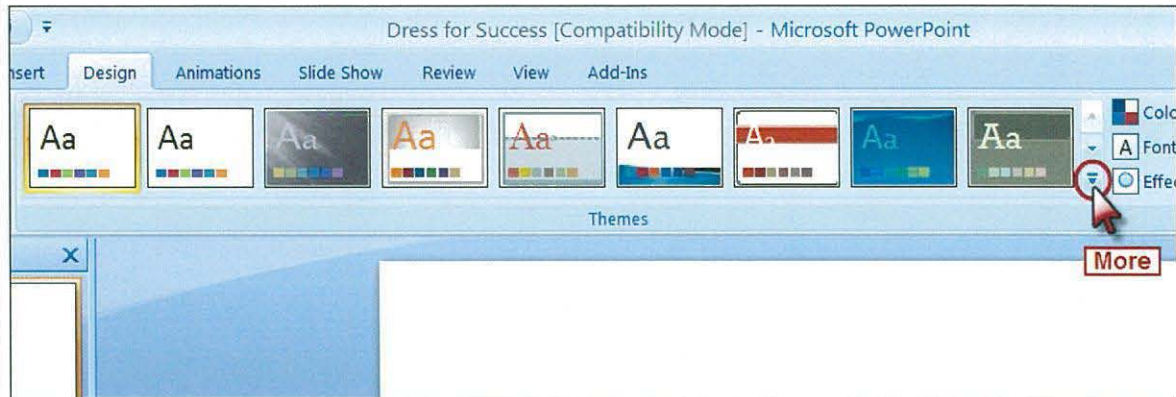
- **Click** the "Technic" theme
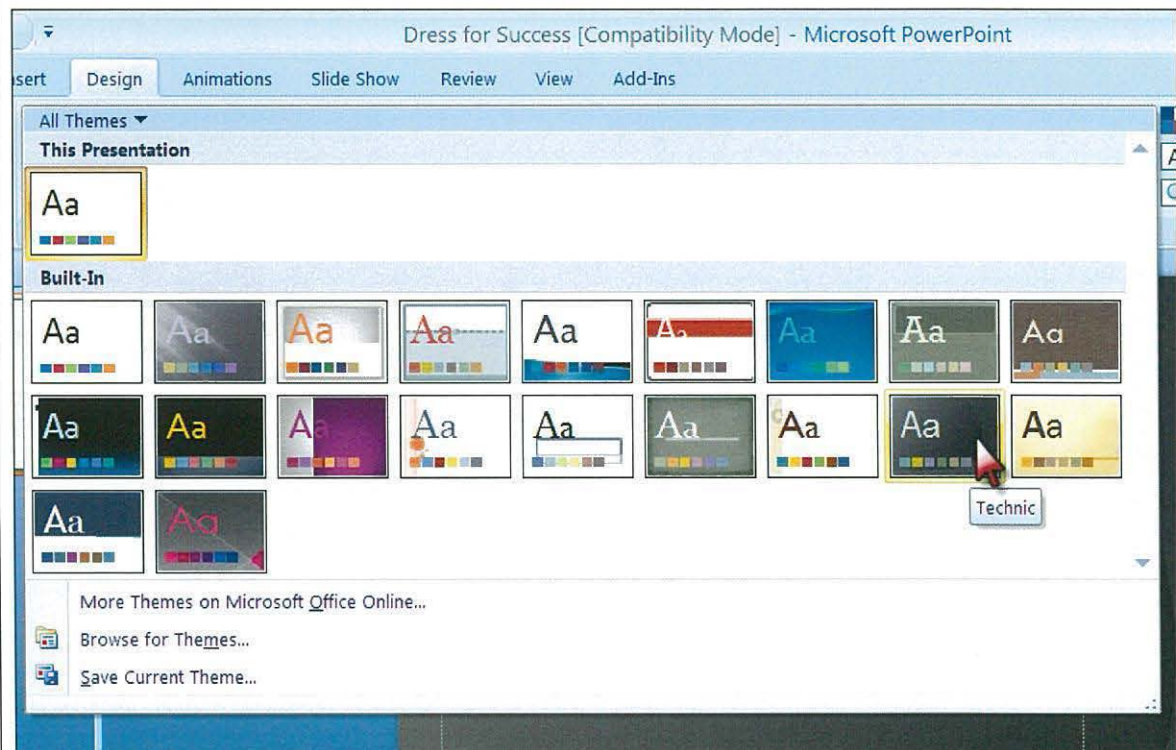
Learning Objective:

The student will be able to create a **title slide** and enter a **title** and **subtitle** to a slide

Title Slide

- **Click** the **title** text placeholder, "Click to add title"

- Type:

  Dress for Success

- **Click** the **title** text placeholder, "Click to add title"
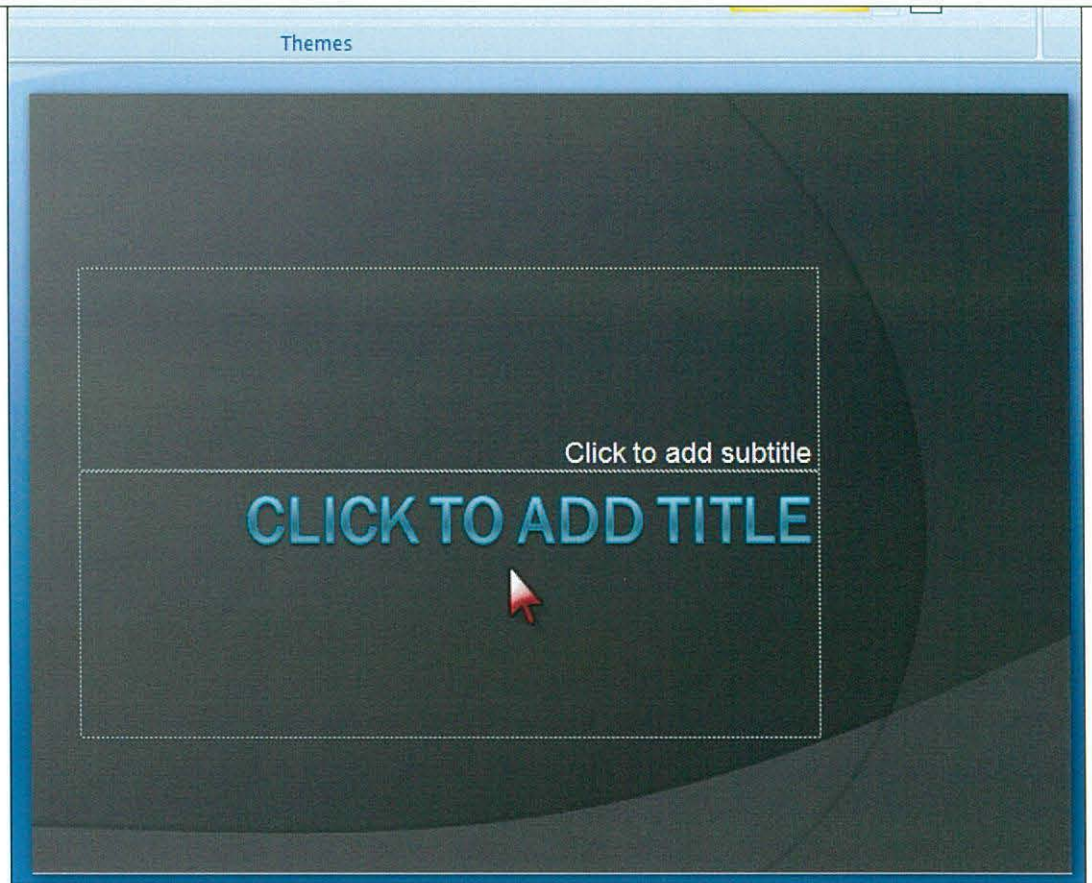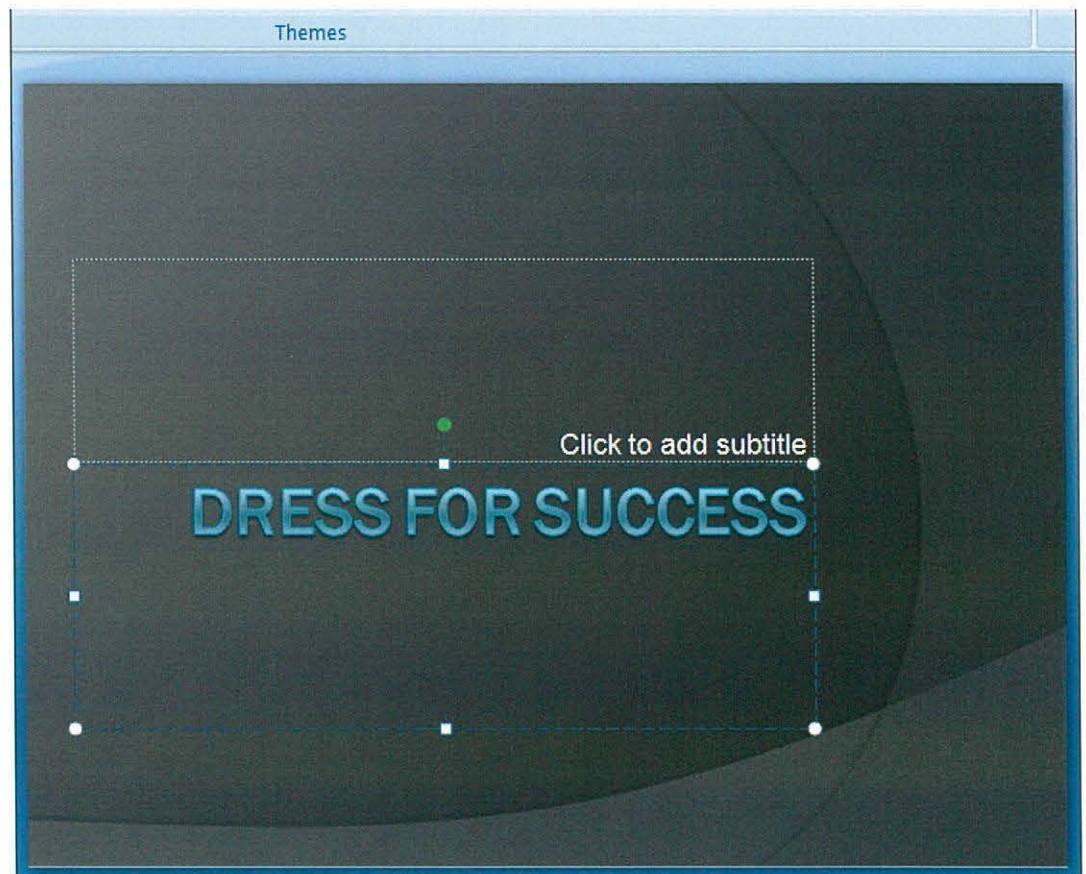
- **Click** the **subtitle** text placeholder "Click to add subtitle"
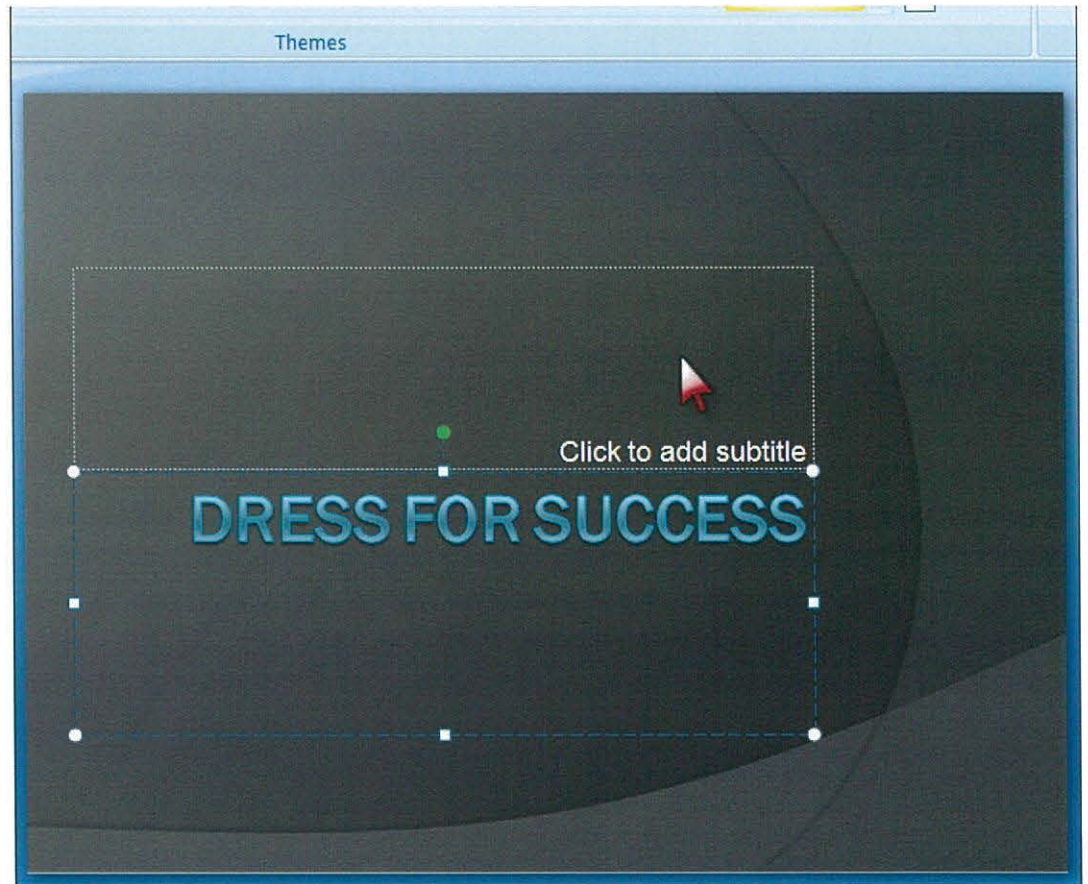
- Type:

  By Student Name
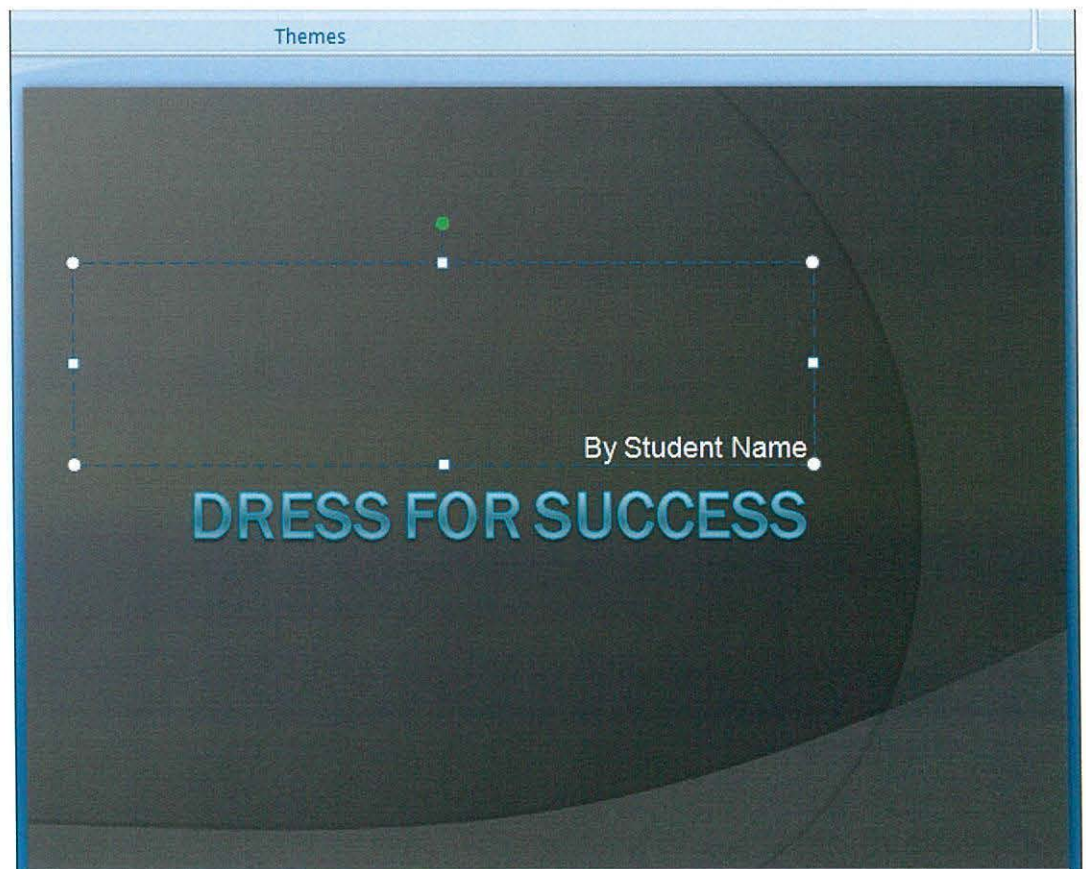
Learning Objective:

The student will be able to change **Font Size** [11 ▾]

- Highlight the title

  "Dress for Success"

- **Click** "Home" on the Ribbon to display the Home tab

- With the text still highlighted

① **Click** the

Font Size box arrow

② **Click** "54"

This is how Slide 1 should look

Learning Objective:

The student will be able to **<u>save</u>** to current location 💾

- **Click** the quick "**<u>Save</u>**" button 💾 to save what you have done so far.

Learning Objective:

The student will be able to insert a **<u>new slide</u>** [New Slide ▾]

The student will be able to create a slide with a **<u>two content</u>** layout

Two Content

- **Click** "New Slide"

[New Slide ▾]

- **Click** the layout "**Two Content**"

Now there are 2 slides in the presentation

2 Slides

- **Click** the title placeholder

"Click to add title"

Click to add title
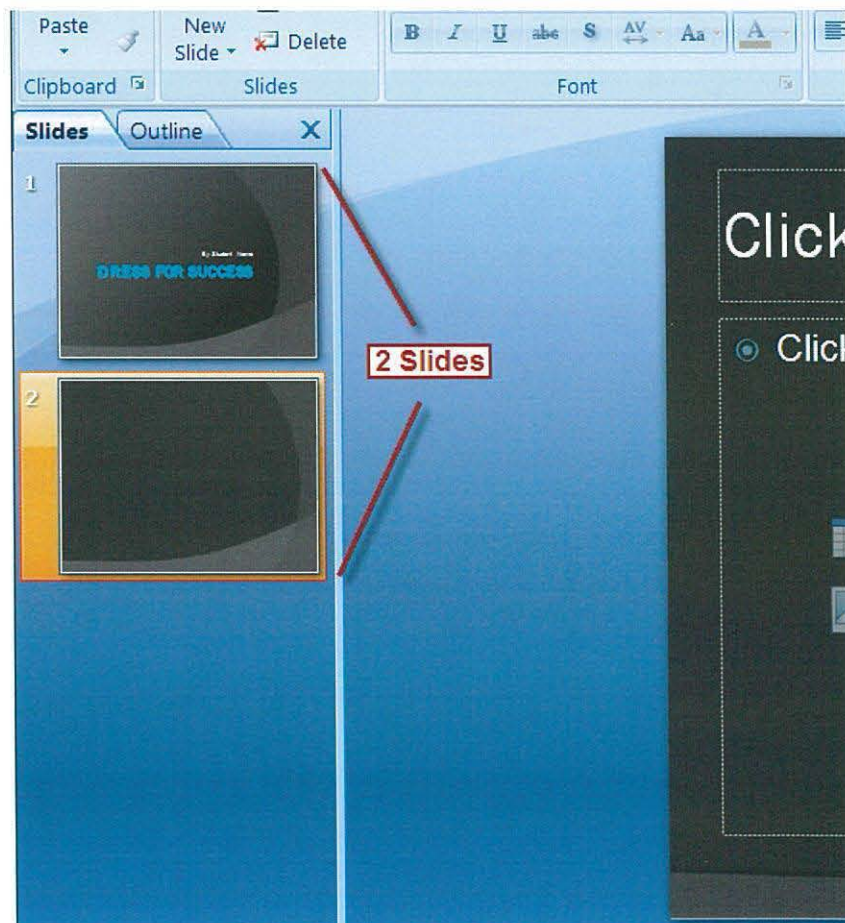
⊙ Click to add text   ⊙ Click to add text

- Type:

  Male Professional Dress
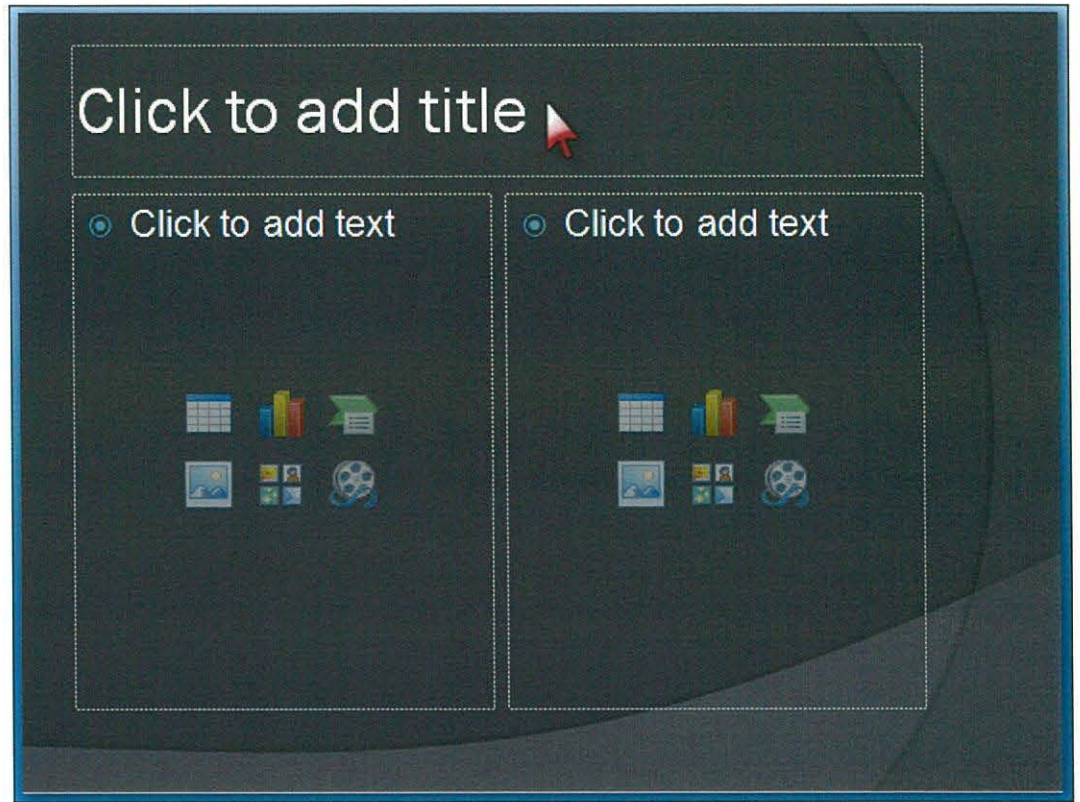
Male Professional Dress

⊙ Click to add text   ⊙ Click to add text

- **Click** the left text placeholder

- Type:
  - **Slacks with collared shirt**

- Press **Enter**
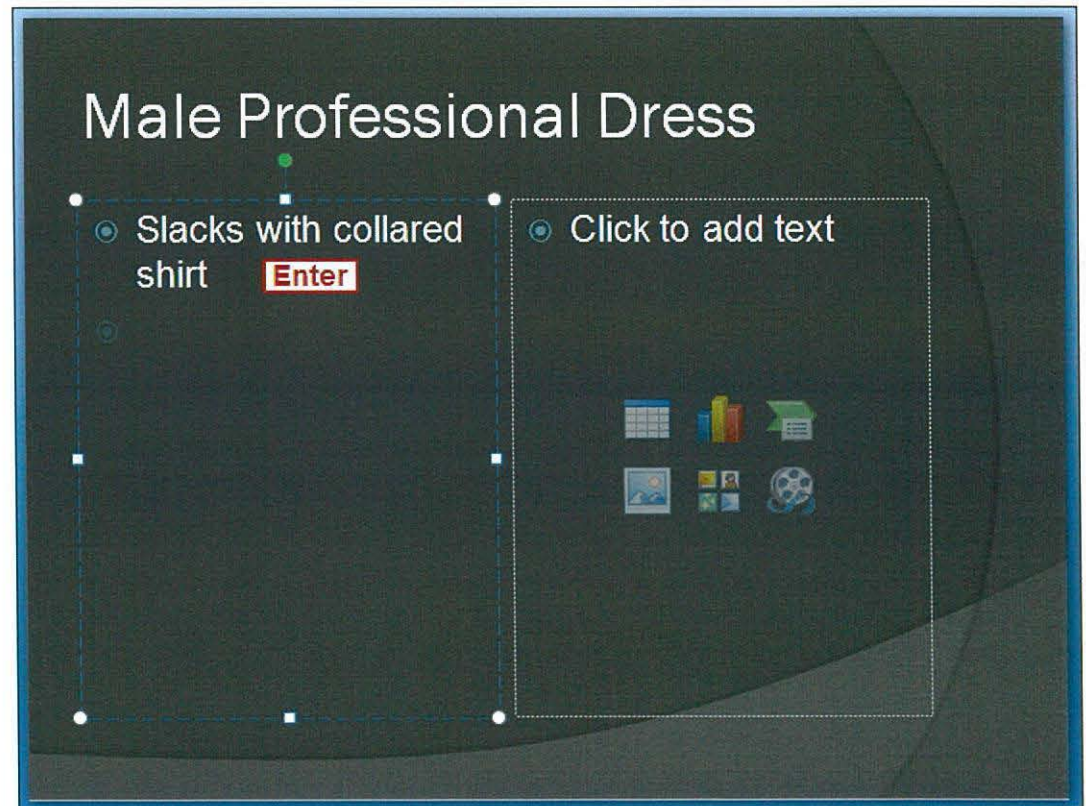
- Type:
  - **Tie (if not wearing blazer)**
  - **Dress shoes**

Learning Objective:

The student will be able to **increase list level**

The student will be able to **decrease list level**

- **Click** the "**Increase List Level**" button

● Type:
  ● **No tennis shoes**
● Press <u>Enter</u>
	Male Professional Dress
	
	⊙ Slacks with collared shirt
	⊙ Tie (if not wearing blazer)
	⊙ Dress shoes
	  • No tennis shoes [Enter]
	
	⊙ Click to add text

● **Click** the "<u>**Decrease List Level**</u>" button	Drawing Tools Dress for Success [Design Animations Slide Show Review View Add-Ins Format ayout Arial (Body) 22 A⁺ A˅ eset elete B I U abe S AV Aa A Font Paragraph **Decrease List Level**

● Type:
  ● **Belt and dress
    socks**
	Male Professional Dress
	
	⊙ Slacks with collared shirt
	⊙ Tie (if not wearing blazer)
	⊙ Dress shoes
	  • No tennis shoes
	⊙ Belt and dress socks
	
	⊙ Click to add text

Learning Objective:

The student will be able to **save** to current location

- **Click** the quick "**Save**" button to save what you have done so far.

Learning Objective:

The student will be able to insert a **new slide**

The student will be able to create a slide with a **title and content** layout

Title and Content

- **Click** "New Slide"

New Slide ▾

• **Click** the layout "**Title and Content**"	
Now there are 3 slides in the presentation	

In the **title** placeholder,

● Type:

  Female Professional Dress
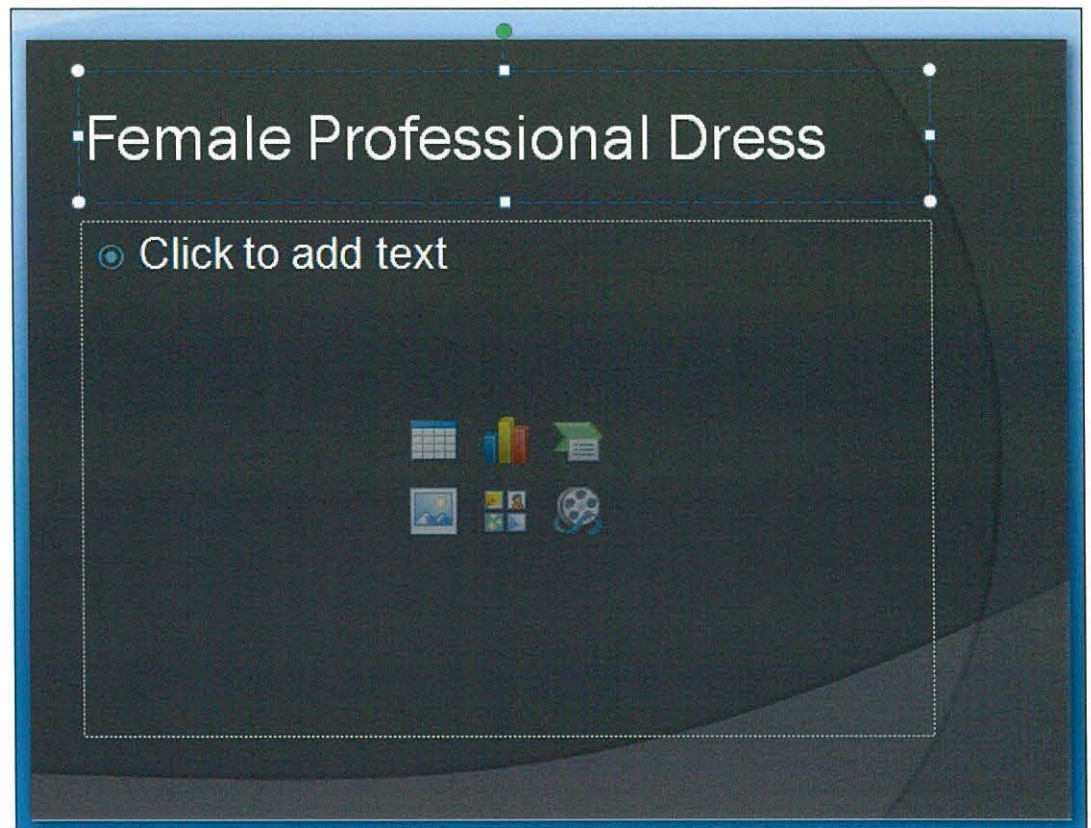
In the text placeholder,

● Type:
  - **Slacks, skirt, or dress**
  - **Matching blouse or sweater**
  - **Dress shoes**

● Press **Enter**
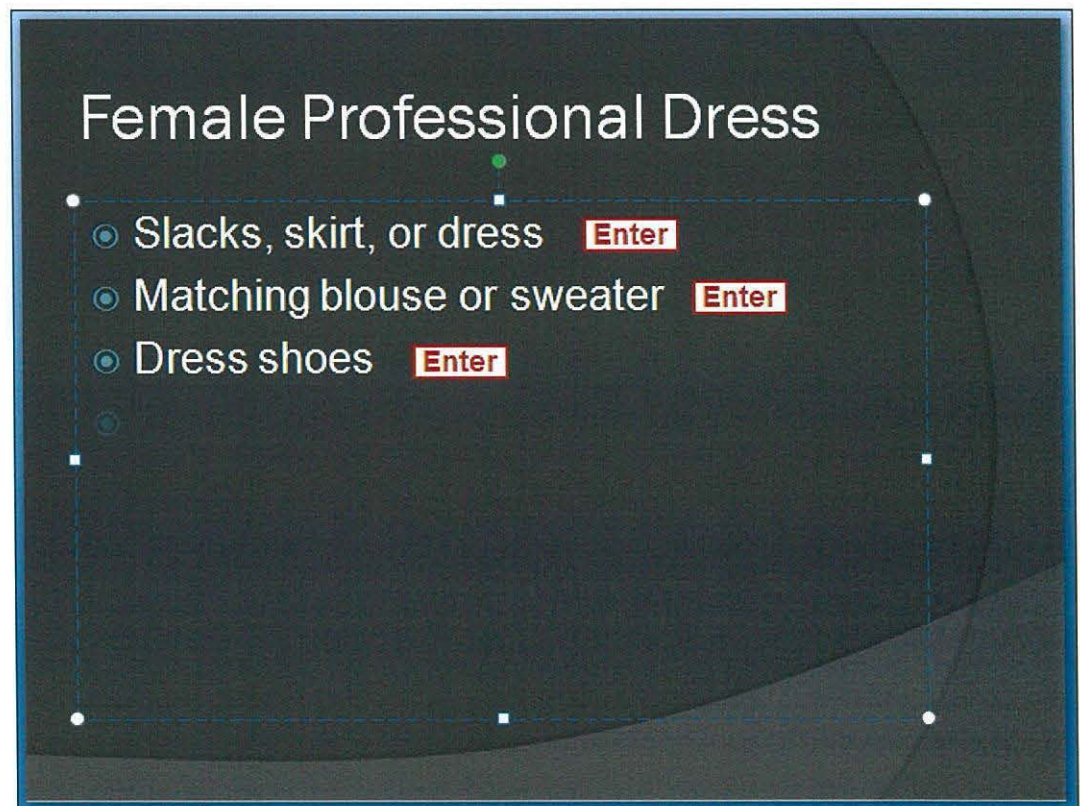
Learning Objective:

The student will be able to **increase list level**

The student will be able to **decrease list level**
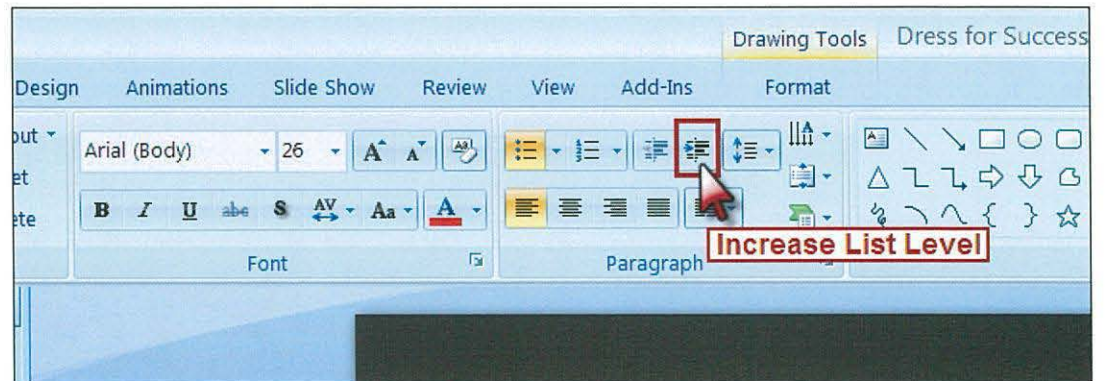
● **Click** the "**Increase List Level**" button	
● Type: ● **No tennis shoes** ● Press **Enter**	
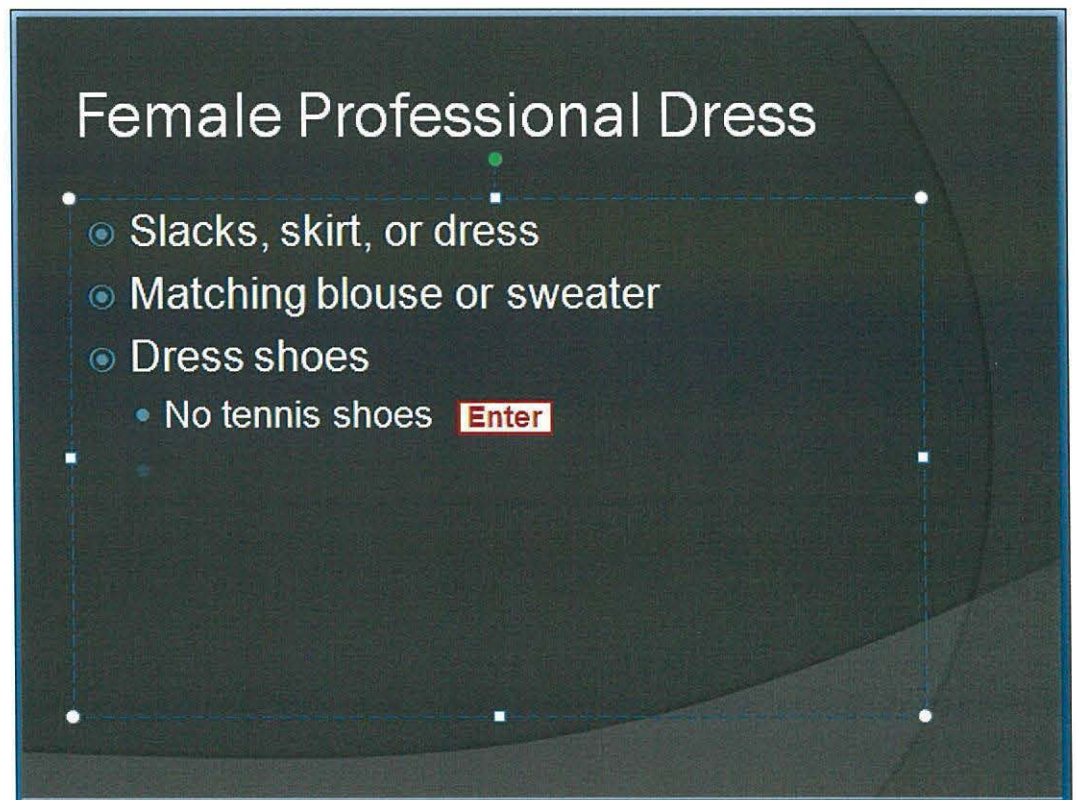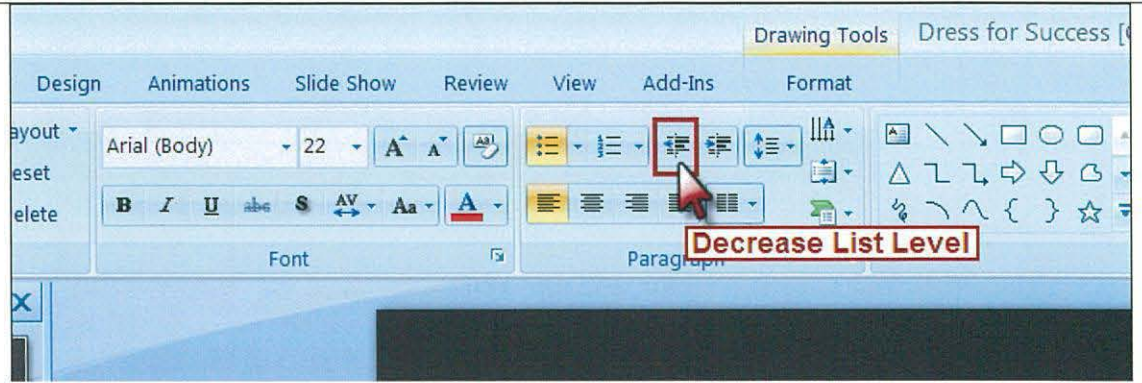
• **Click** the "**Decrease List Level**" button	
• Type: • **Nylons or dress socks**	
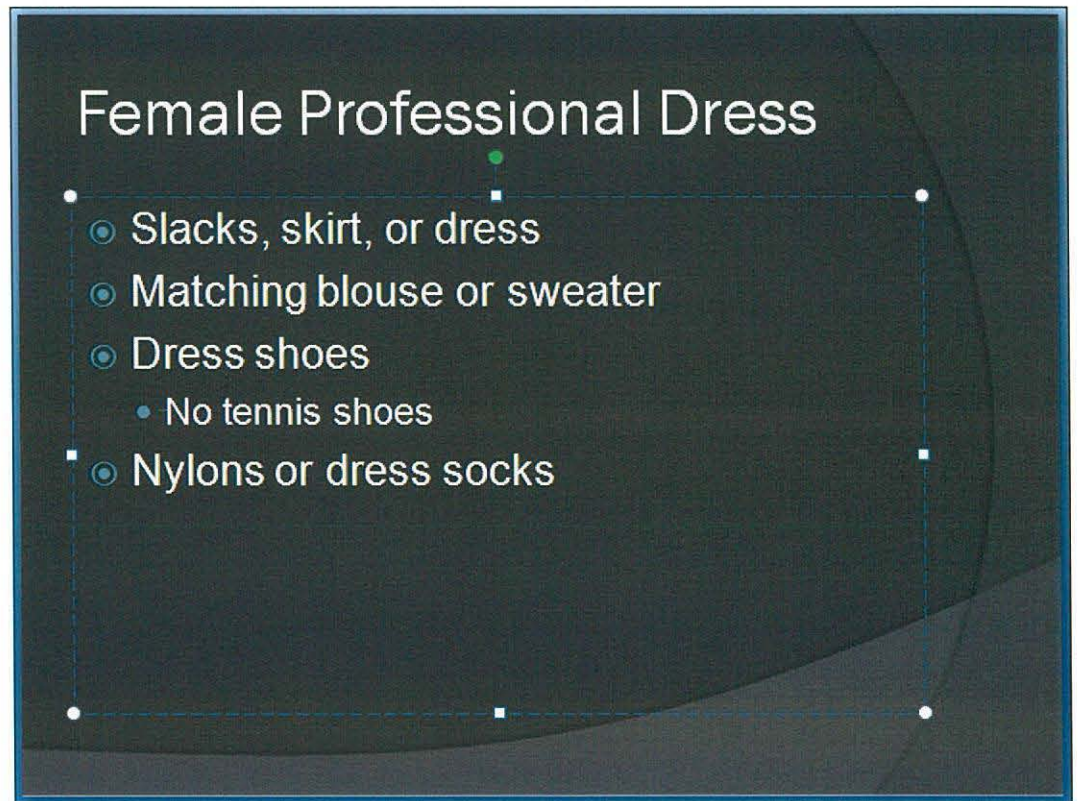
Learning Objective:

The student will be able to **save** to current location

• **Click** the quick "**Save**" button to save what you have done so far.	
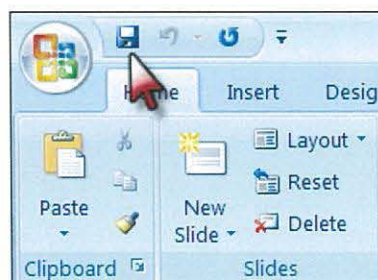
Learning Objective:

The student will be able to insert a **new slide**

The student will be able to create a slide with a **two content** layout

Click "New Slide"	
Click the layout "Two Content"	
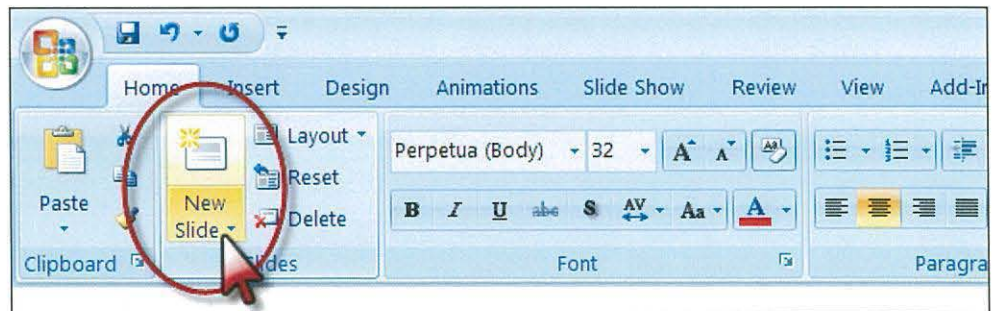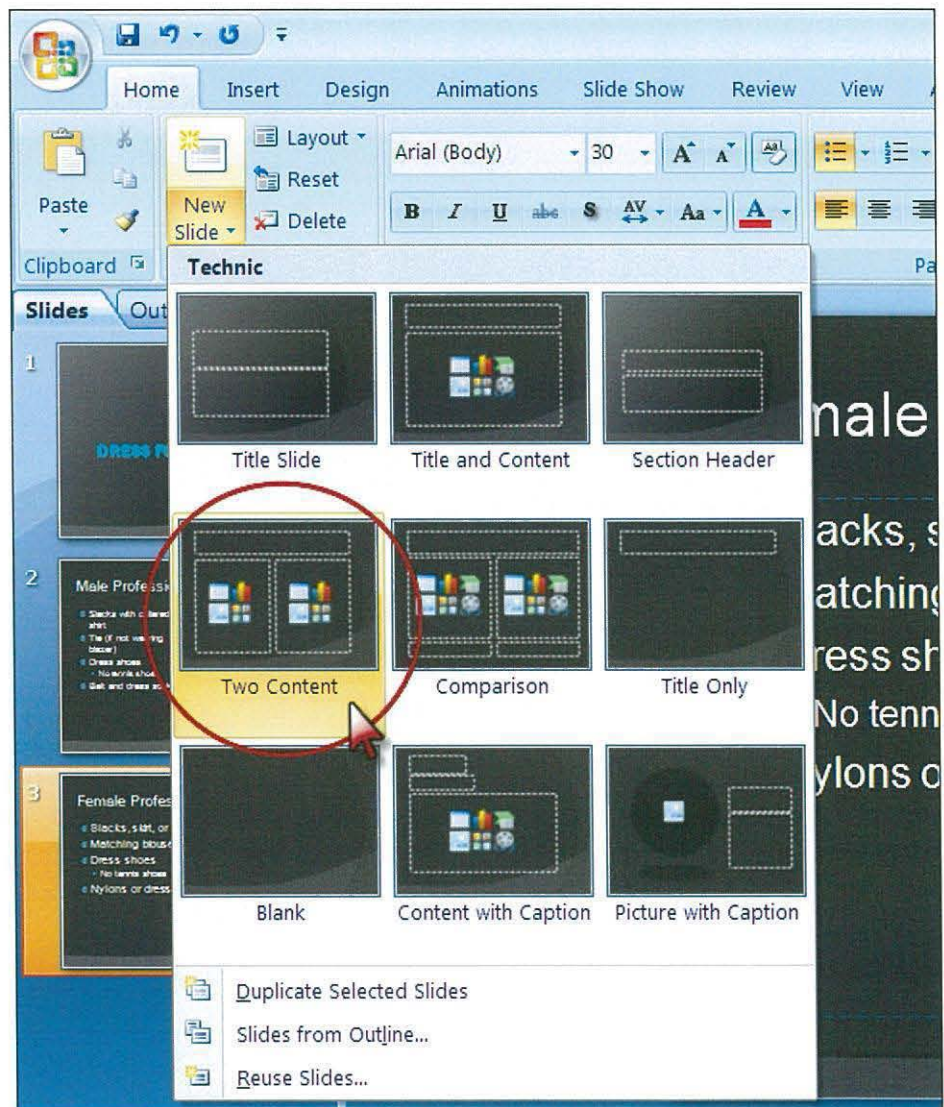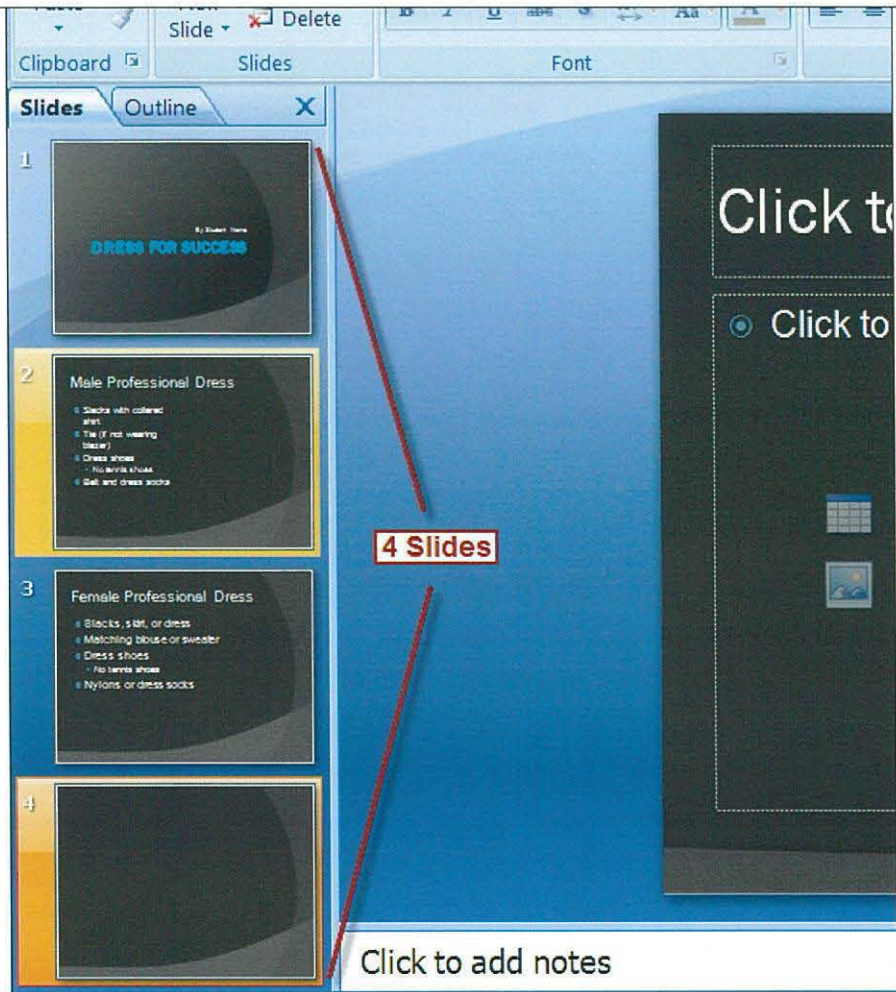
Now there are 4 slides in the presentation	
In the **title** placeholder, ● Type: **Clothing NOT Allowed**	
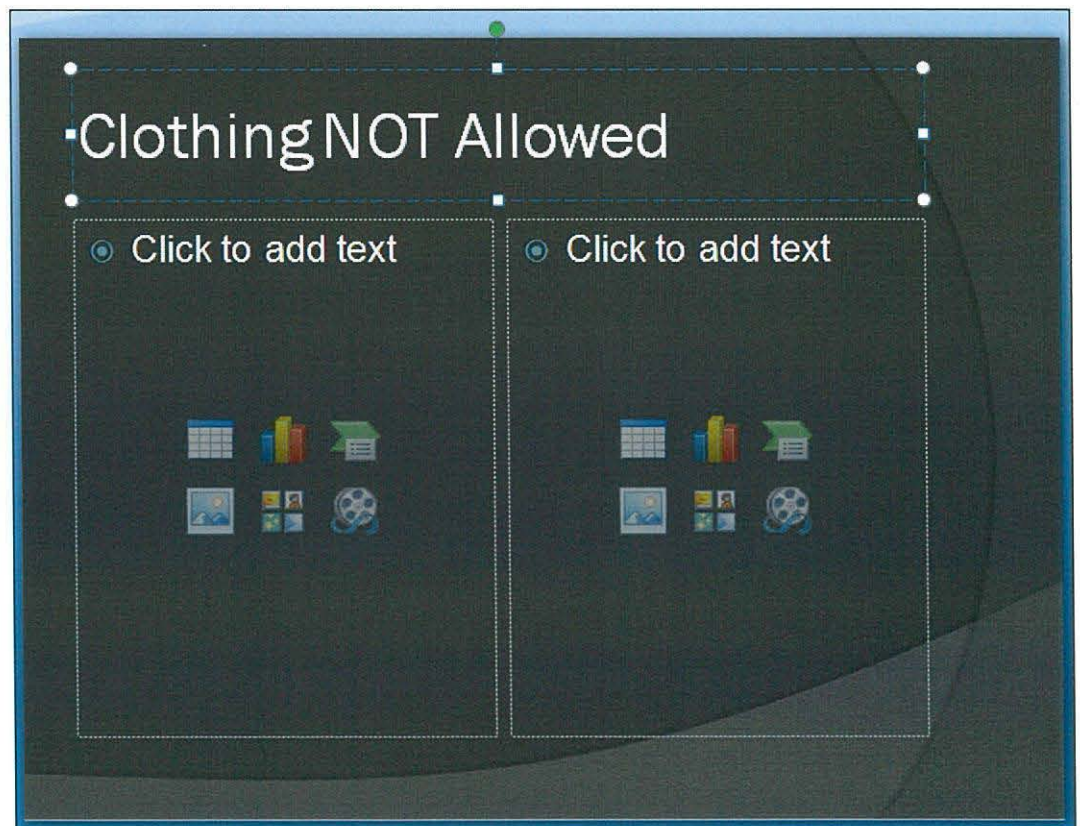
Click the right text placeholder
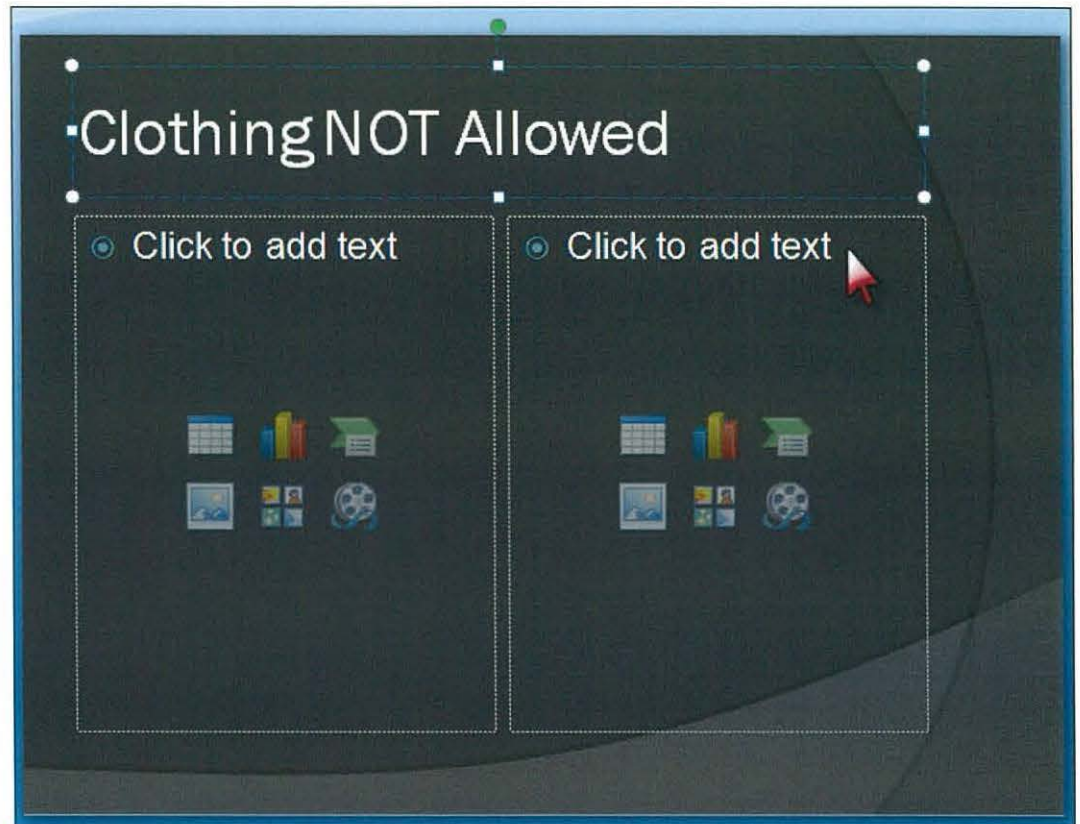
In the text placeholder,

- Type:
  - **Denim**
  - **Shorts**
  - **Clothing with tears**
  - **T-shirts/tank tops**
  - **Hats**
  - **Undergarments showing**
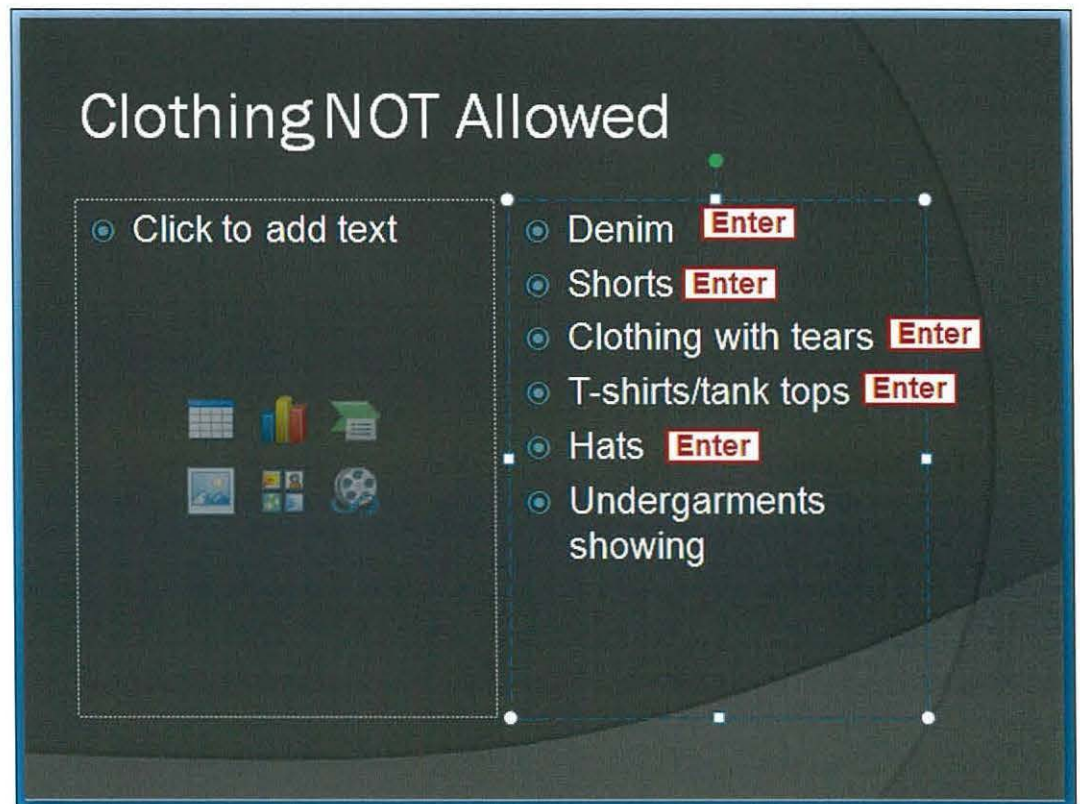
Learning Objective:

The student will be able to **save** to current location 🖫

- **Click** the quick "**Save**" button 🖫 to save what you have done so far.
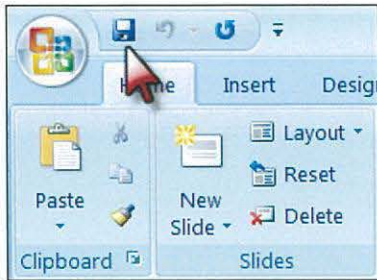
Learning Objective:

The student will be able to insert **Clip Art**

The student will be able to **resize** Clip Art

- **Click** the "**Clip Art**" button in the content placeholder
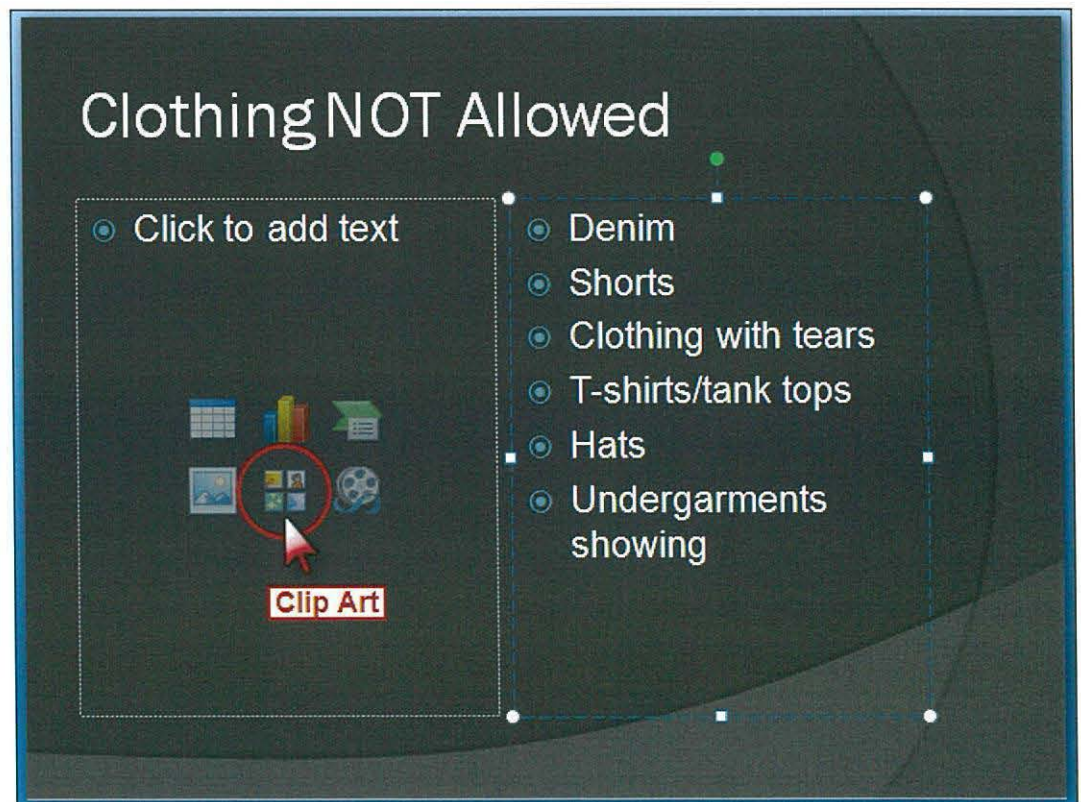
① Type:

Thumbs down

in the **"Search for:"** box

② **Click** "Go"

● **Click** the clip art shown or a similar clip art picture if the circled one is not available.

This is where the clip art picture is placed.

The next step is to resize it.

- **Drag** the upper left sizing handle diagonally outward until the clip art is resized as shown.

- This is how slide 4 should look

Notice the 7 x 7 rule is followed

Only 7 lines on the slide and no more than 7 words per line

Clothing NOT Allowed

- Denim
- Shorts
- Clothing with tears
- T-shirts/tank tops
- Hats
- Undergarments showing

- **Click** the "**Close**" button to exit clip art
  ☒

Shape Fill
Shape Outline
Shape Effects

Arrange Quick Styles

Drawing

Find
Replace
Select

Editing

Clip Art

Search for:

thumbs down | Go **Close**

Search in:

All collections

Results should be:

All media file types

- **Click** the **Slide 3** thumbnail in the Slides tab

Learning Objective:

The student will be able to insert **Clip Art**

The student will be able to **move** Clip Art

The student will be able to **resize** Clip Art

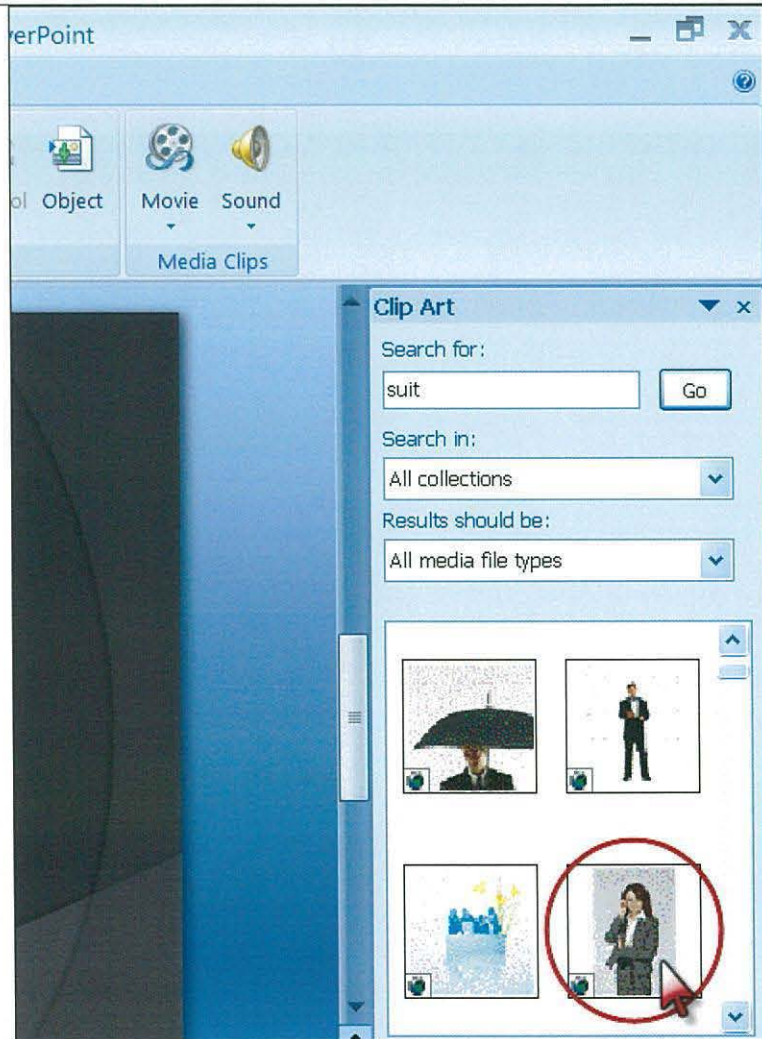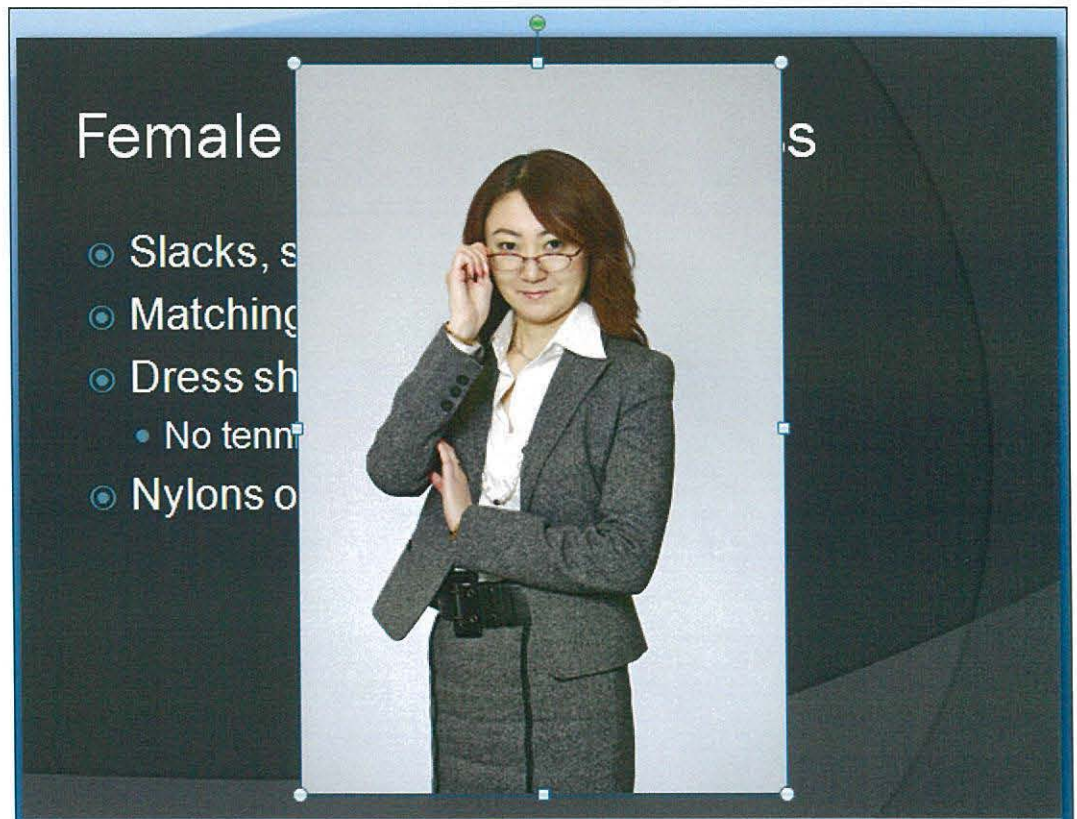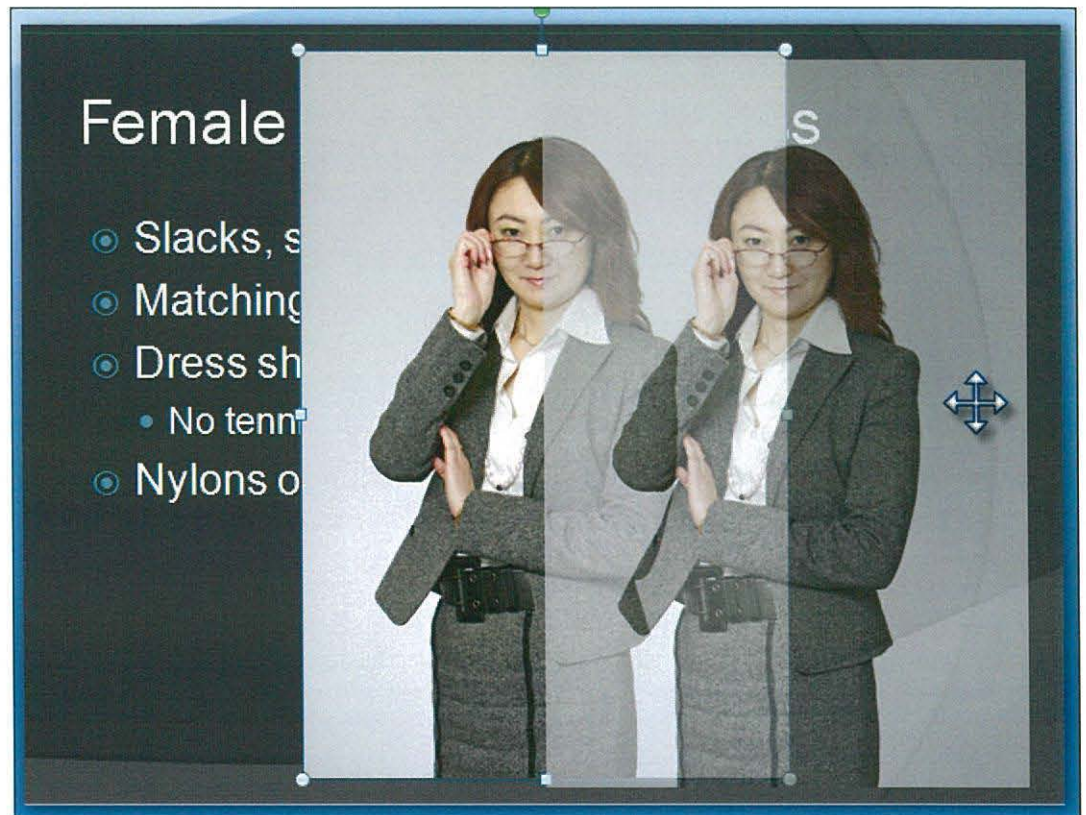- **Click** "**Insert**" on the Ribbon

- **Click** the "**Clip Art**" button

  Clip Art

① Type: **suit**

  in the "**Search for:**" box

② **Click** "Go"

- **Click** the clip art shown or a similar clip art picture if the circled one is not available.

This is where the clip art picture is placed.
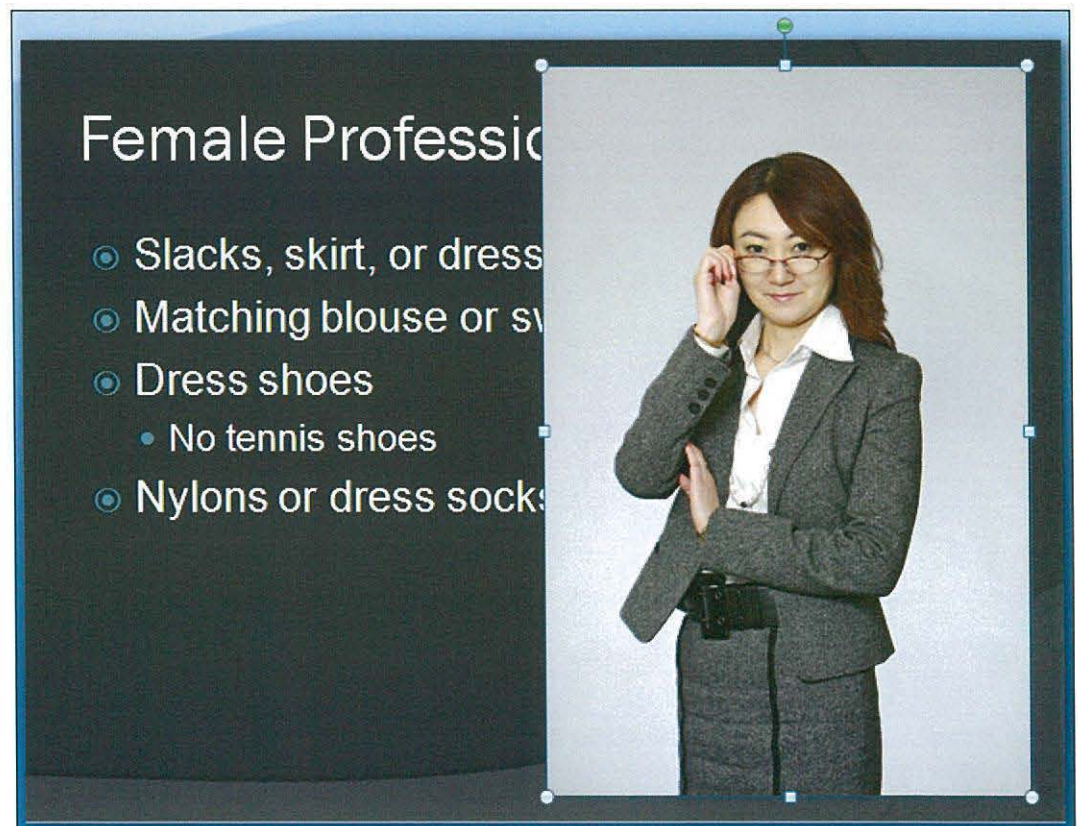
The next step is to move it.

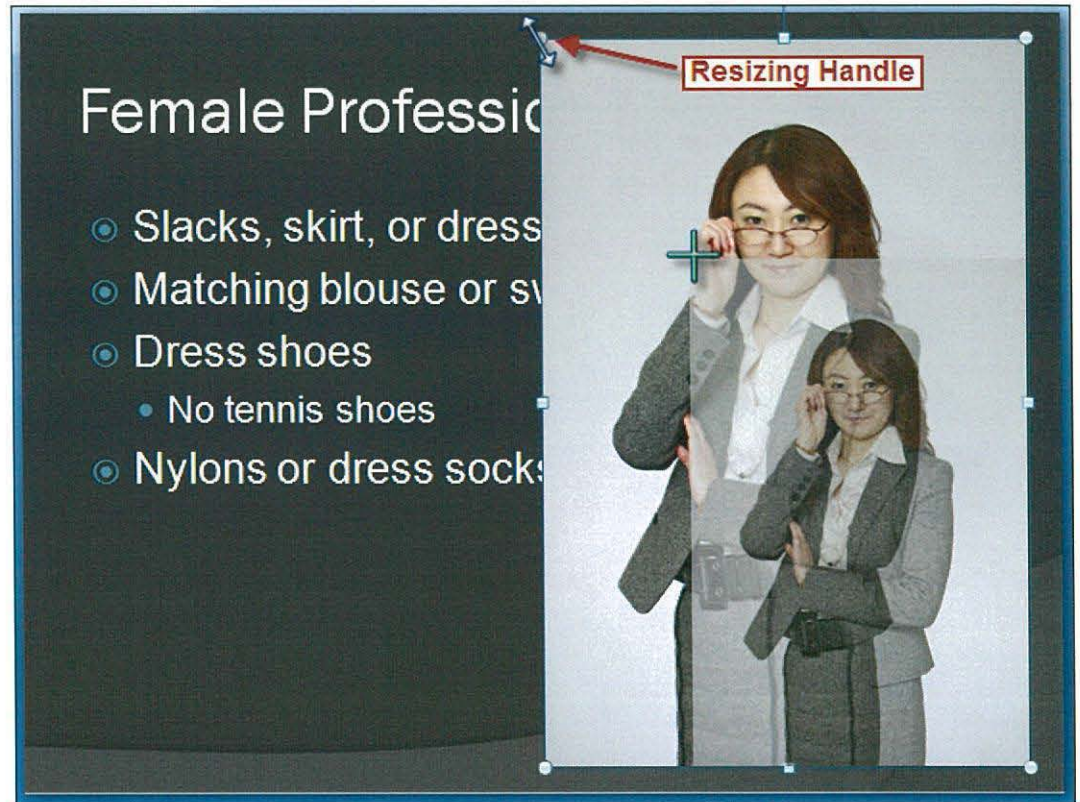**Click**, hold down the mouse button, and drag the clip art to the right

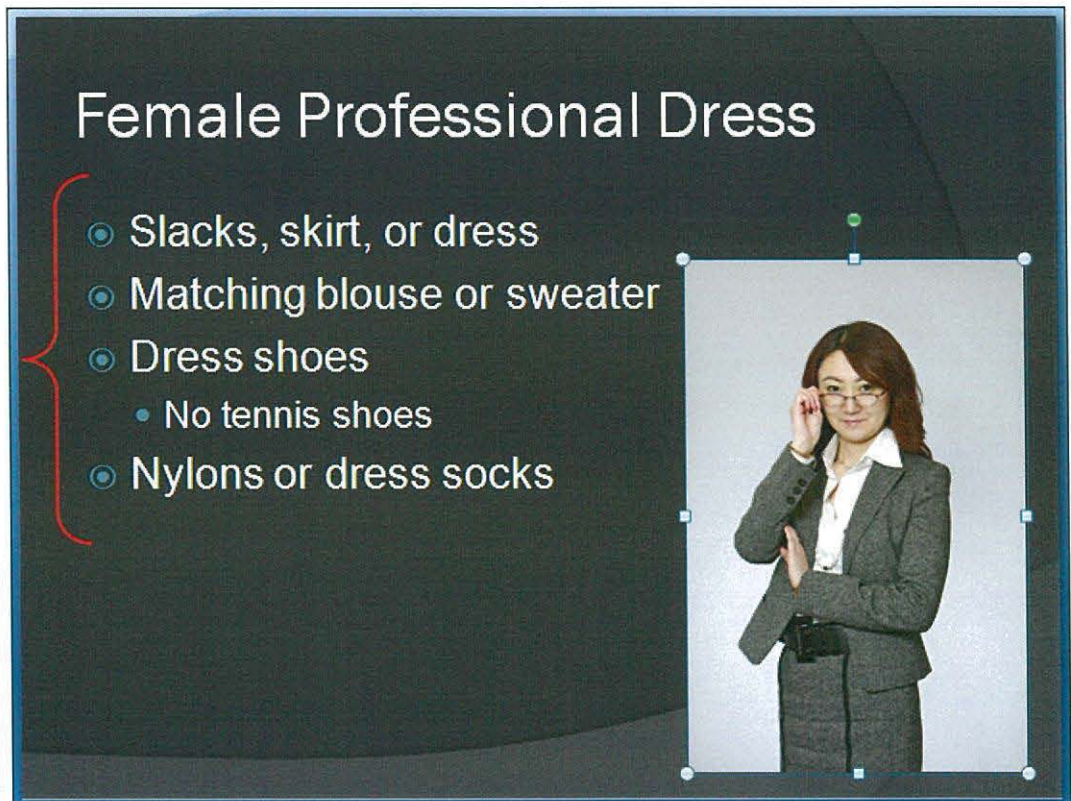This is where the clip art picture is placed.

The next step is to resize it.

- **Drag** the upper left sizing handle diagonally inward until the clip art is resized as shown.
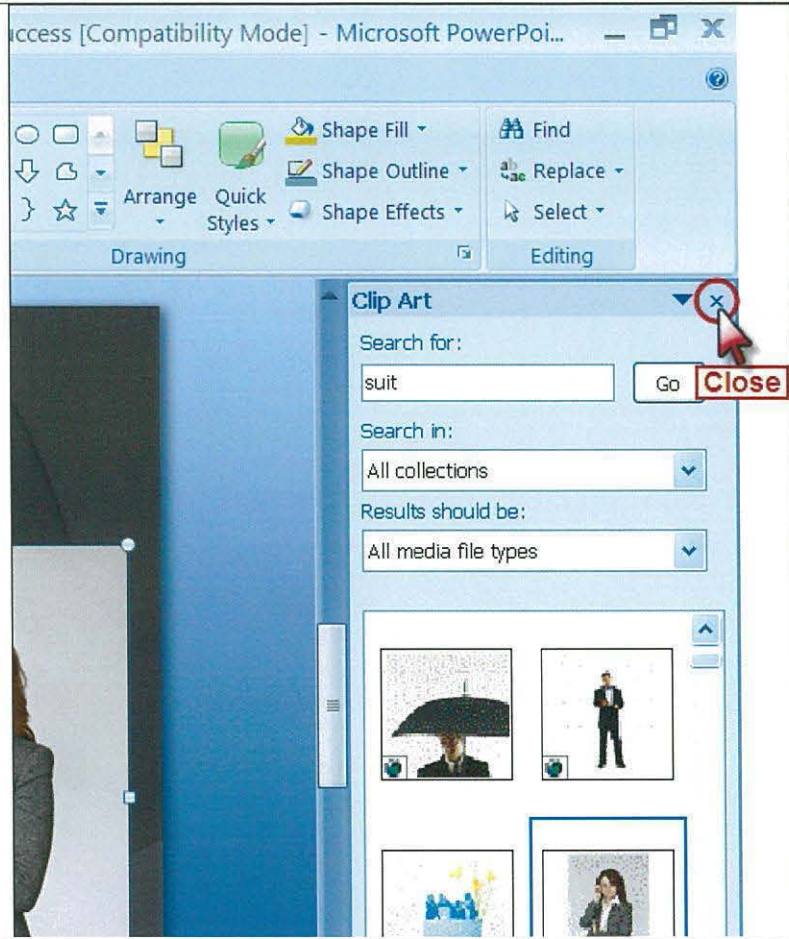

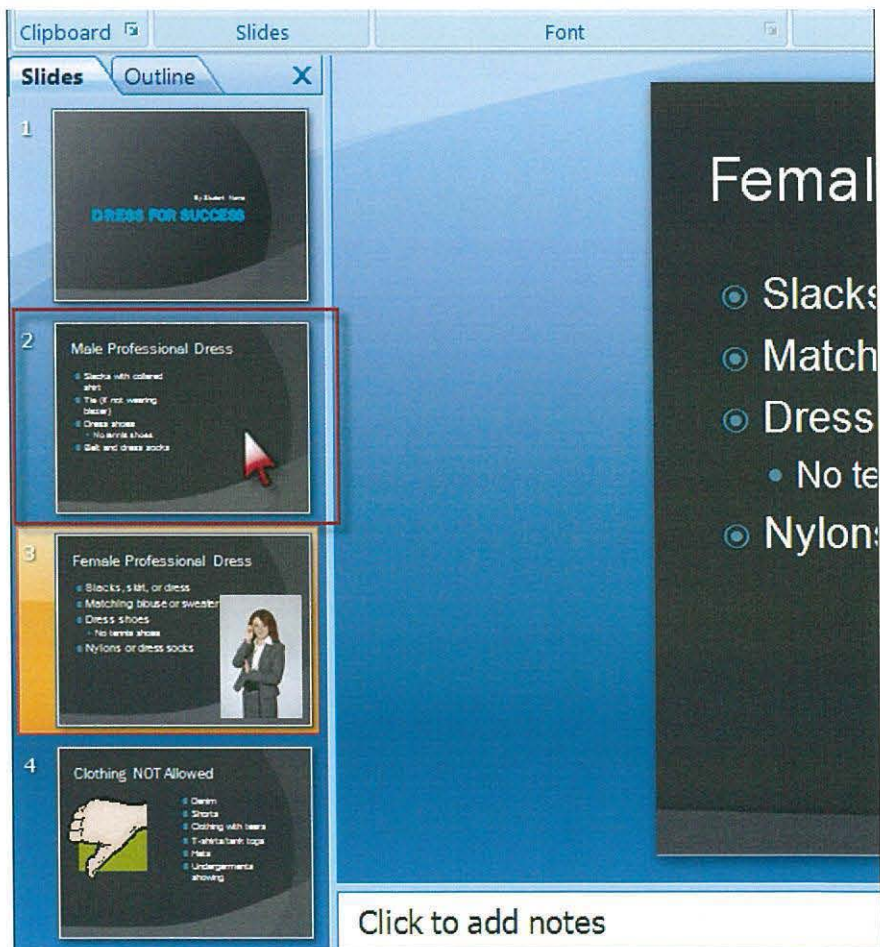This is how slide 3 should look

Notice the 7 x 7 rule is followed

No more than <u>7 lines</u> on the slide and no more than <u>7 words per line</u>

- **Click** the "**Close**" button to exit clip art ×

- **Click** the **Slide 2** thumbnail in the Slides tab

The student will be able to insert **<u>Clip Art</u>**

The student will be able to **<u>resize</u>** Clip Art

- **Click** the "**<u>Clip Art</u>**" button in the content placeholder

Male Professional Dress

- Slacks with collared shirt
- Tie (if not wearing blazer)
- Dress shoes
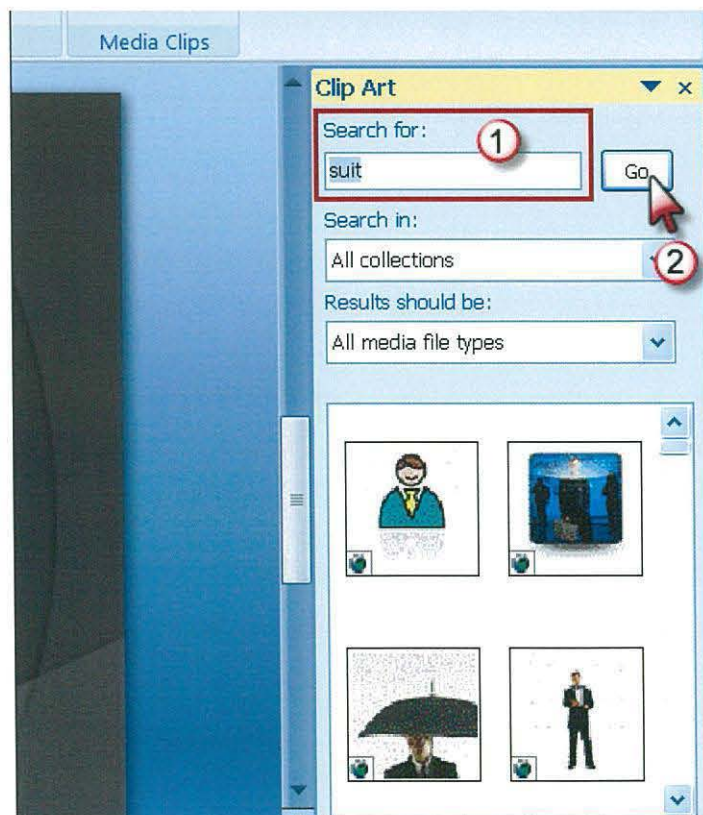 - No tennis shoes
- Belt and dress socks
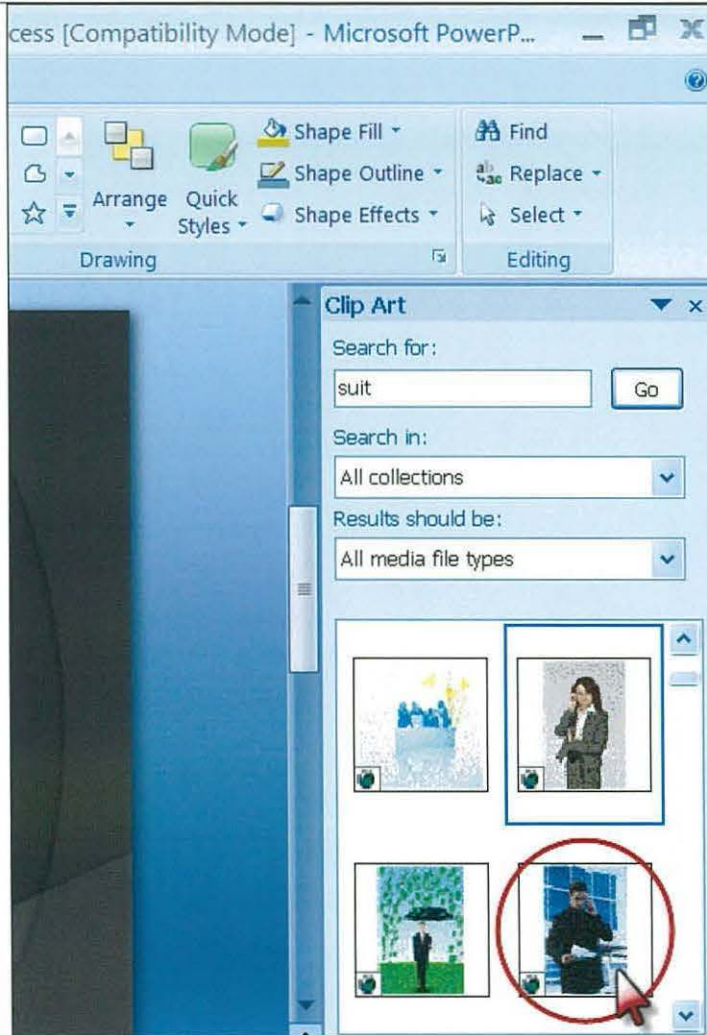
- Click to add text

Clip Art

① Type: **<u>suit</u>**

in the **"Search for:"** box

② **Click** "Go"

Media Clips

Clip Art

Search for: ①

suit   Go

Search in:

All collections ②

Results should be:

All media file types

- **Click** the clip art shown or a similar clip art picture if the circled one is not available.

cess [Compatibility Mode] - Microsoft PowerP...

This is where the clip art picture is placed.

No moving is necessary

This is how slide 2 should look

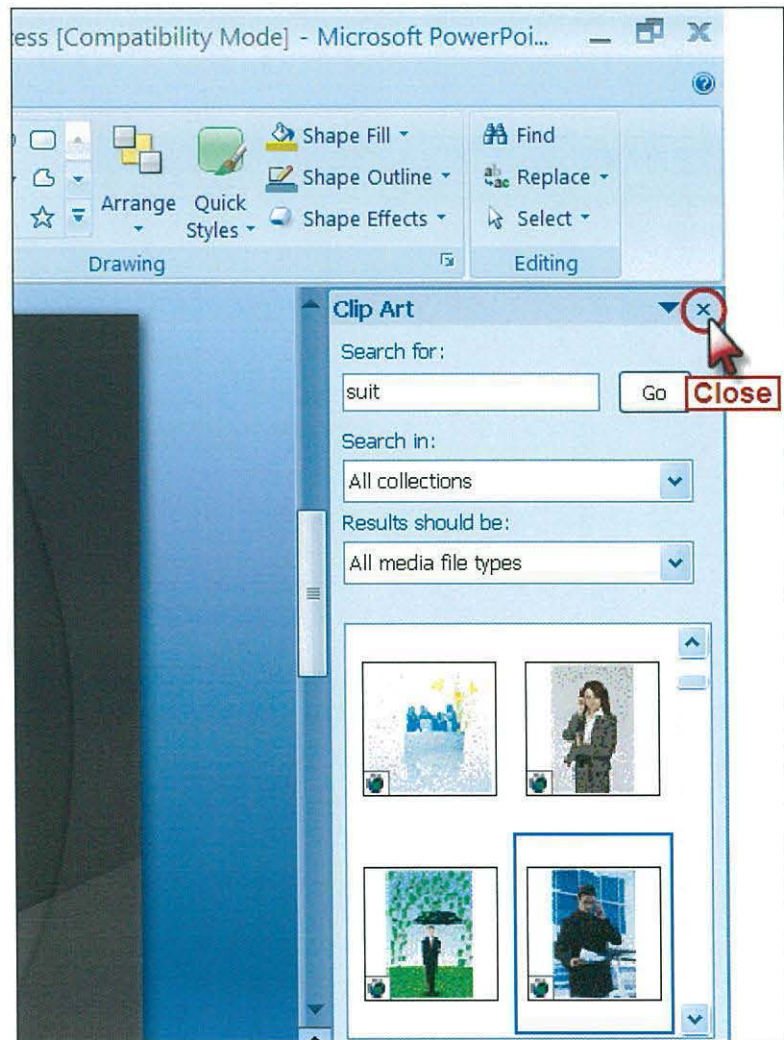**Notice the 7 x 7 rule is followed**

Only <u>7 lines</u> on the slide and no more than <u>7 words per line</u>

Male Professional Dress

- Slacks with collared shirt
- Tie (if not wearing blazer)
- Dress shoes
  - No tennis shoes
- Belt and dress socks

- **Click** the "**Close**" button to exit clip art ×

Learning Objective:

The student will be able to **save** to current location 🖫

- **Click** the quick "**Save**" button 🖫 to save what you have done so far.

- **Click** the **Slide 1** thumbnail in the Slides tab

Learning Objective:

The student will be able to apply slide transitions

- **Click** "**Animations**" on the Ribbon
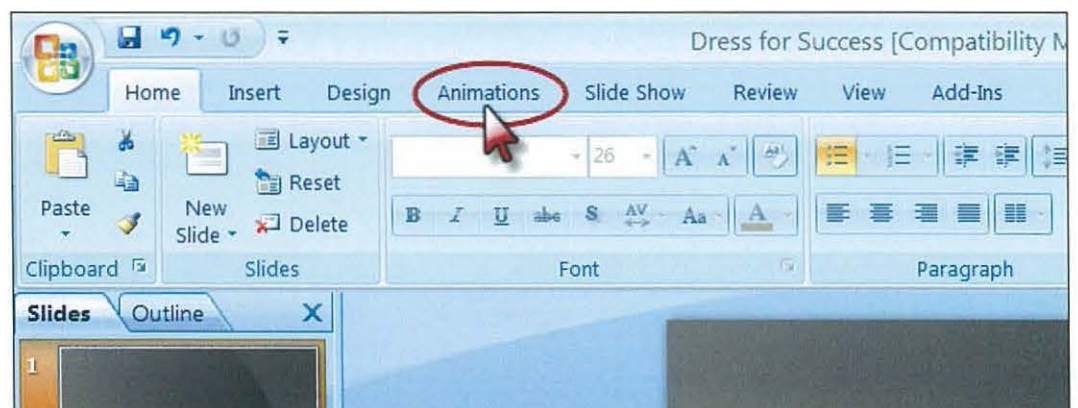
- **Click** the "**More**" button for more transitions
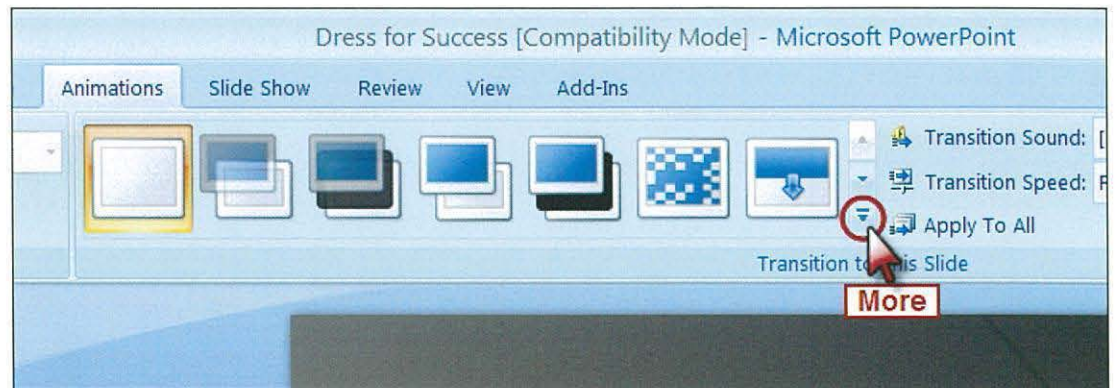
- **Click** "Newsflash" in the transitions gallery
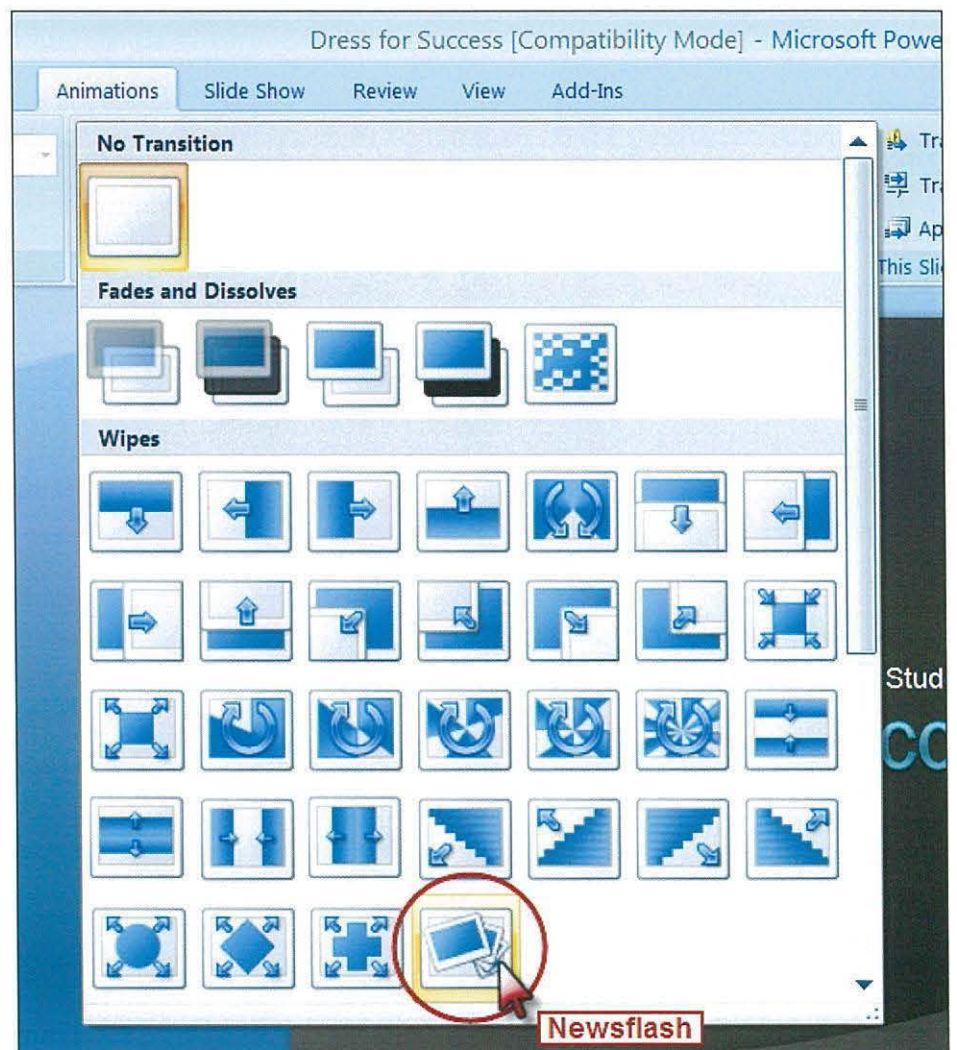
- **Click** the **Slide 3** thumbnail in the Slides tab
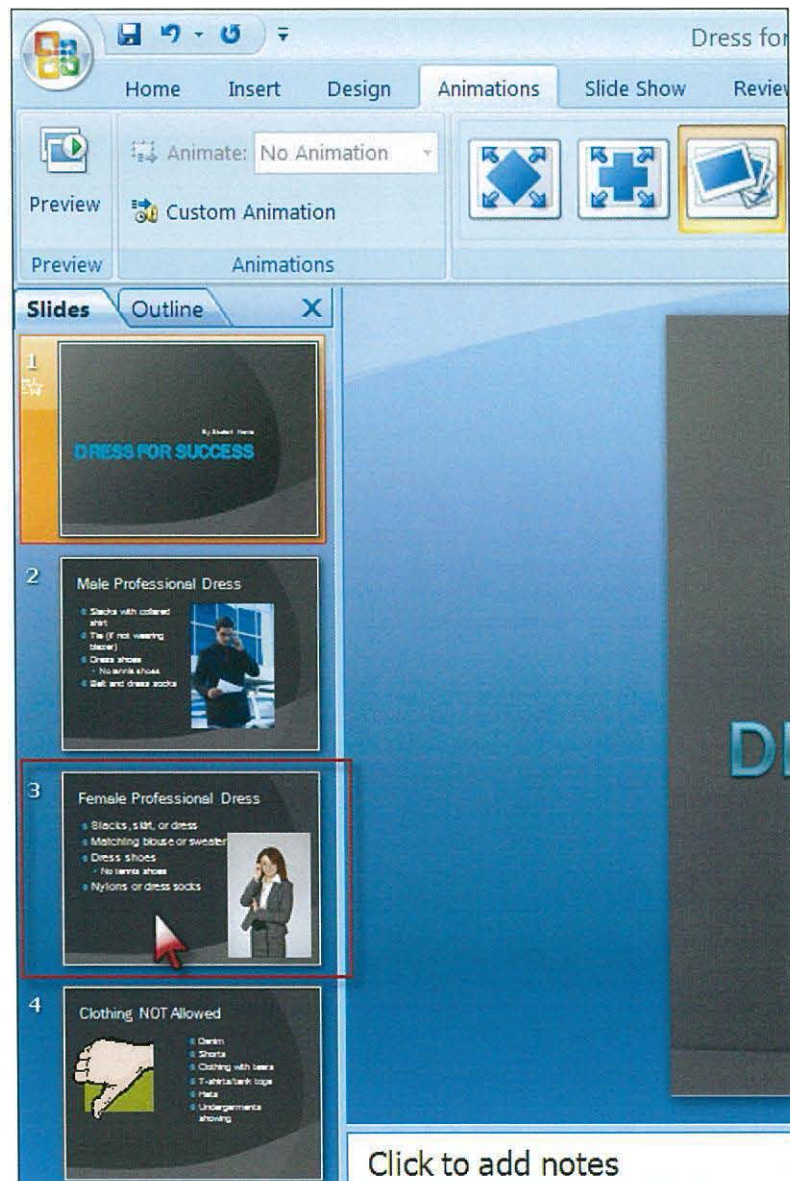
- **Click** the "**More**" button for more transitions

- **Click** "Comb Horizontal" in the transitions gallery

Learning Objective:

The student will be able to apply custom animations   📽 **Custom Animation**

- **Click** the <u>**Slide 2**</u> thumbnail in the Slides tab

● **Click** anywhere on the content placeholder	### Male Professional Dress ◉ Slacks with collared shirt ◉ Tie (if not wearing blazer) ◉ Dress shoes • No tennis shoes ◉ Belt and dress socks
● **Click** "Custom Animation" 　🔲 Custom Animation	Home　Insert　Design　Animations　Slide Show　Review　View　Add-Ins　Format　Drawing Tools Preview　⌷ Animate: No Animation Preview　🔲 Custom Animation Animations　　Tran **Slides**　Outline
● **Click** "Add Effect"	Slide **Custom Animation**　　▼ ✕ 🌟 Add Effect ▾　✕ Remove Modify effect Start: Property: Speed: *Select an element of the slide, then click "Add Effect" to add animation.*

In the Custom Animations gallery:

① Click "Entrance"

② **Click** "More Effects…"

Transition Sound: [No Sound] ▾	Advance Slide
Transition Speed: Fast ▾	☑ On Mouse Click
Apply To All	☐ Automatically After: 00:00 ↕

on to This Slide

Custom Animation ▾ ✕

Add Effect ▾   Remove

★ Entrance ▸
☀ Emphasis ▸
★ Exit ▸ ①
☆ Motion Paths ▸

1. Blinds
2. Box
3. Checkerboard
4. Diamond
5. Fly In
6. Peek In
7. Strips
More Effects…

Select an element of the slide, then click "Add Effect" to add animation.

②

① **Click** "Faded Zoom"

② **Click** "OK"
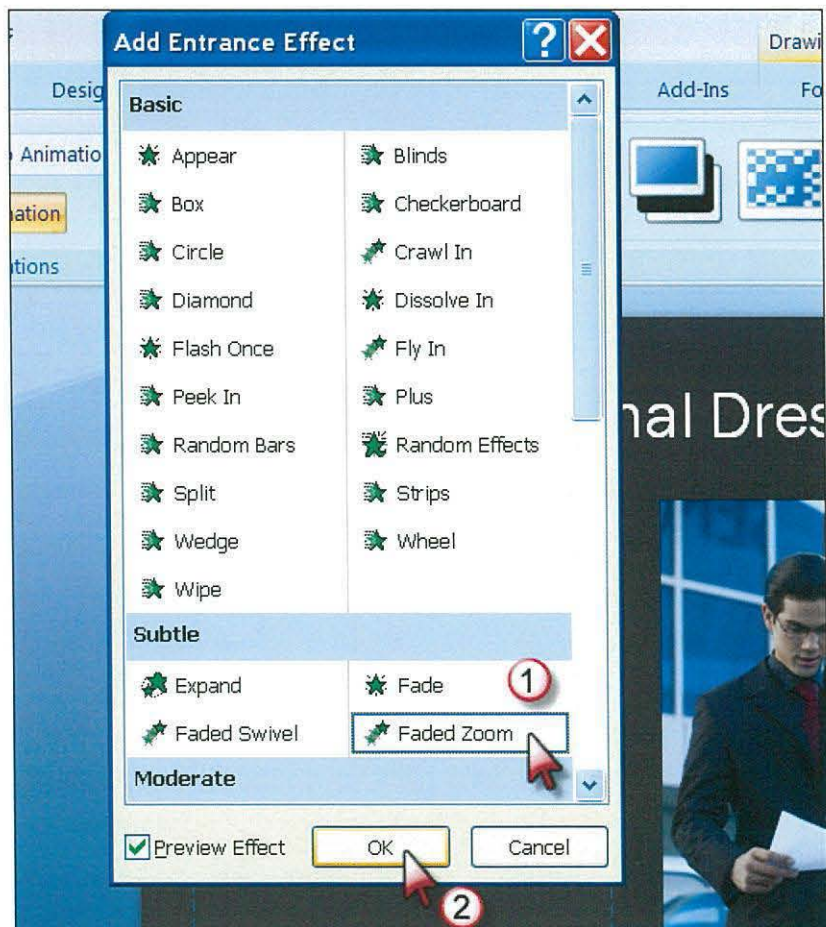
Add Entrance Effect ? ✕

Basic
★ Appear   ★ Blinds
★ Box   ★ Checkerboard
★ Circle   ★ Crawl In
★ Diamond   ★ Dissolve In
★ Flash Once   ★ Fly In
★ Peek In   ★ Plus
★ Random Bars   ★ Random Effects
★ Split   ★ Strips
★ Wedge   ★ Wheel
★ Wipe

Subtle
★ Expand   ★ Fade ①
★ Faded Swivel   ★ Faded Zoom

Moderate

☑ Preview Effect   OK   Cancel
②

- **Click** the **Slide 4** thumbnail in the Slides tab

- **Click** anywhere on the content placeholder
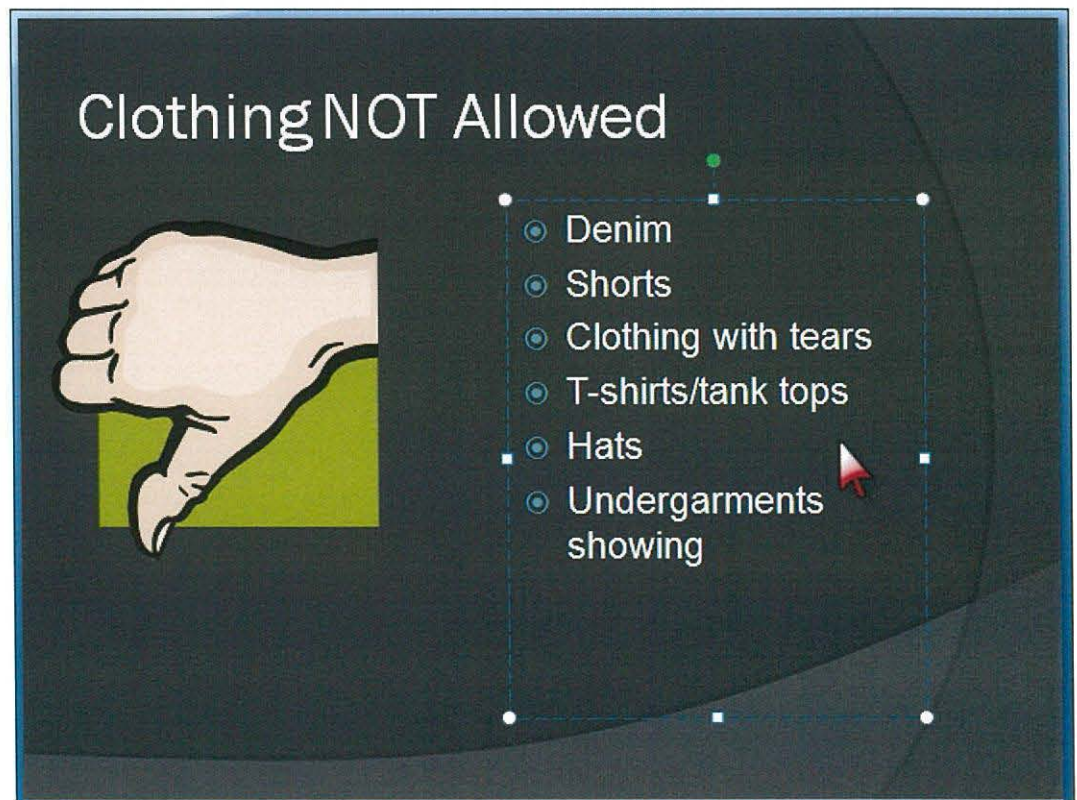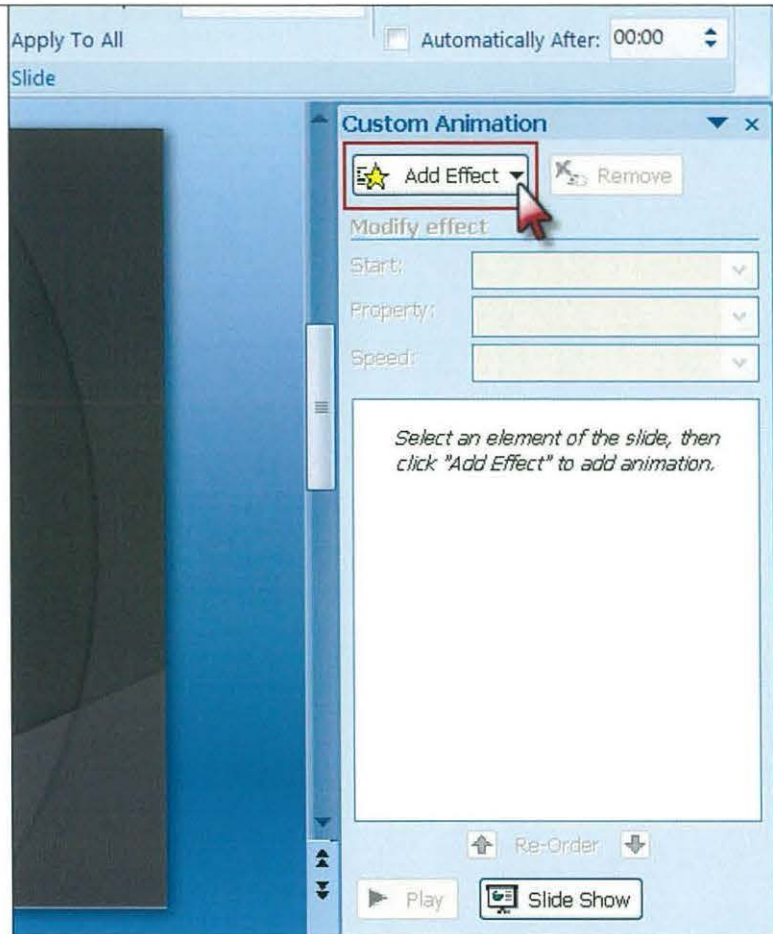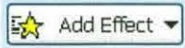
In the Custom Animations gallery • **Click** "Add Effect" ⭐ Add Effect ▼	
In the Custom Animations gallery: ① Click "Entrance" ② **Click** "More Effects..."	
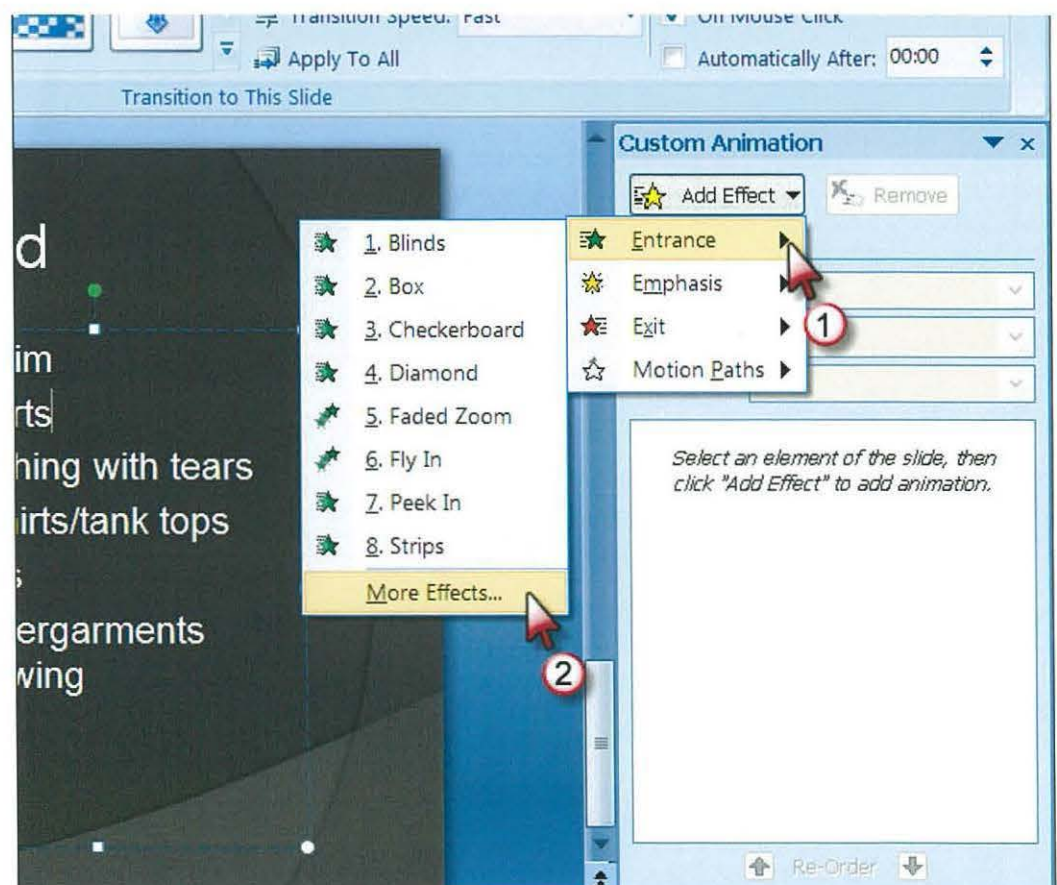
① **Click** "Dissolve In"	
② **Click** "OK"	
• **Click** the "**Close**" button to exit custom animations ☒	
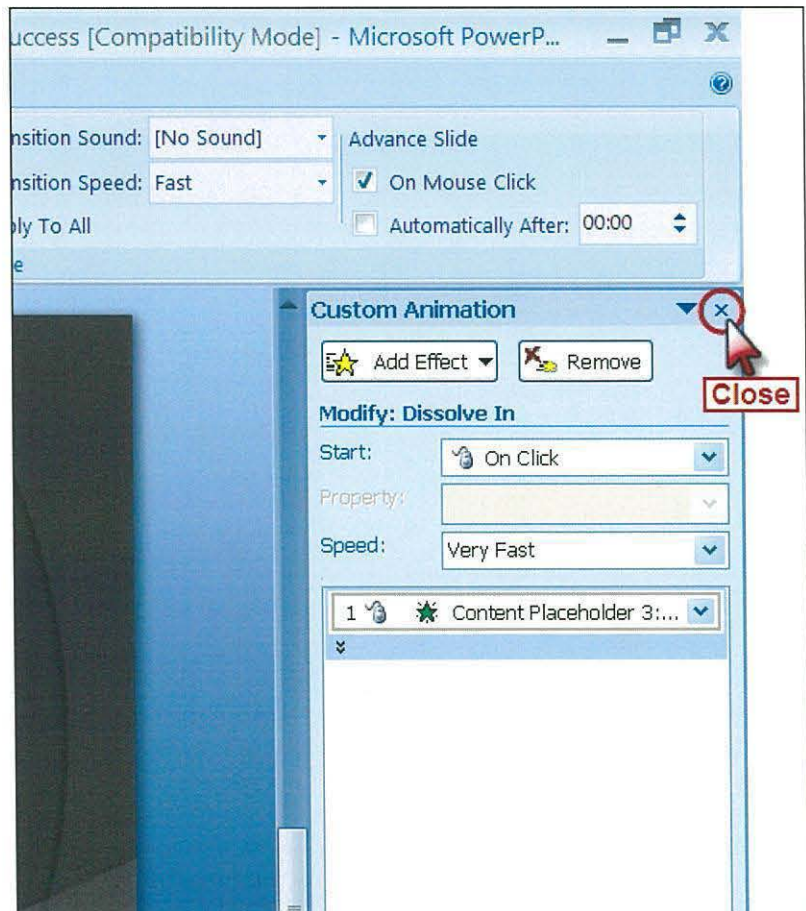
Learning Objective:

The student will be able to **save** to current location

- **Click** the quick "**Save**" button to save what you have done so far
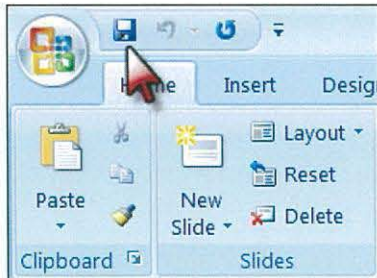
Learning Objective:

The student will be able to view a presentation as a **slide show** From Beginning
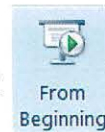
- **Click** the "**Slide Show**" Ribbon
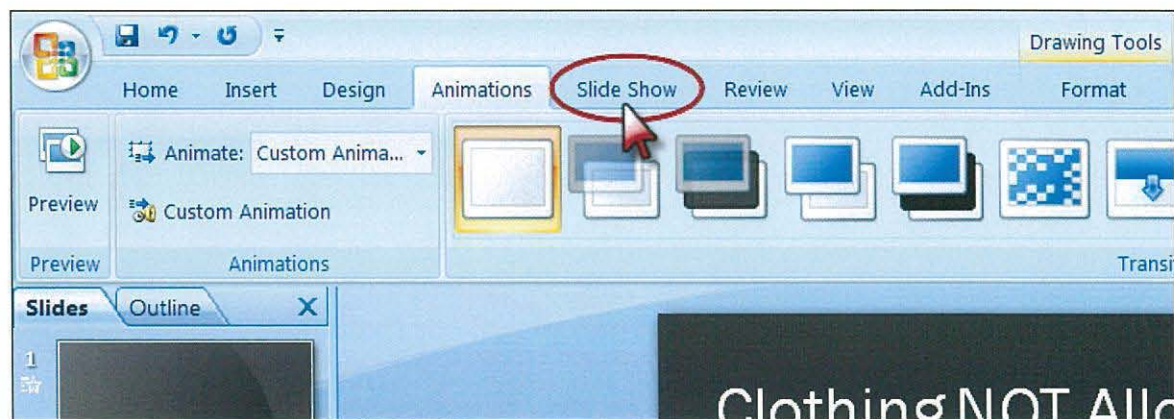
- **Click** "**From Beginning**" in the Start Slide Show section
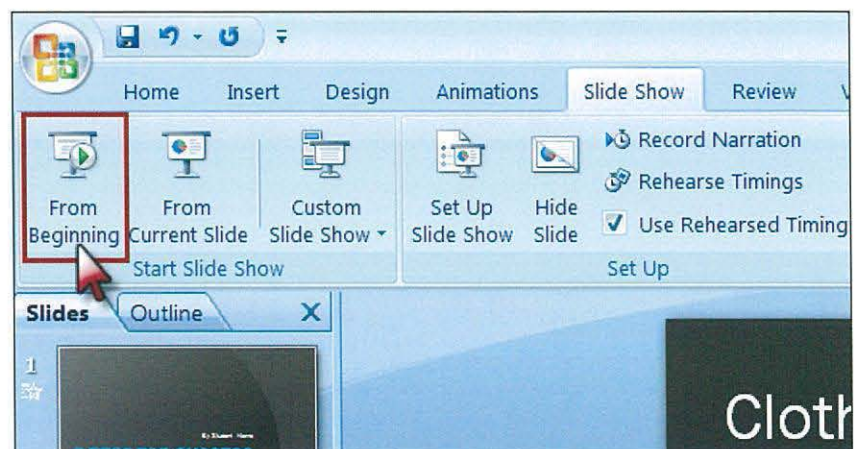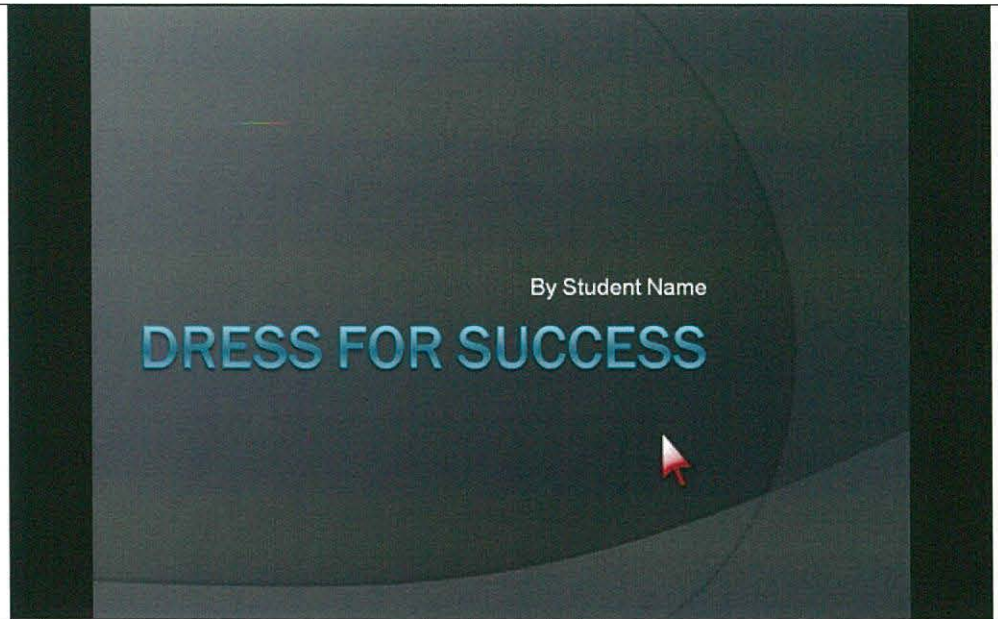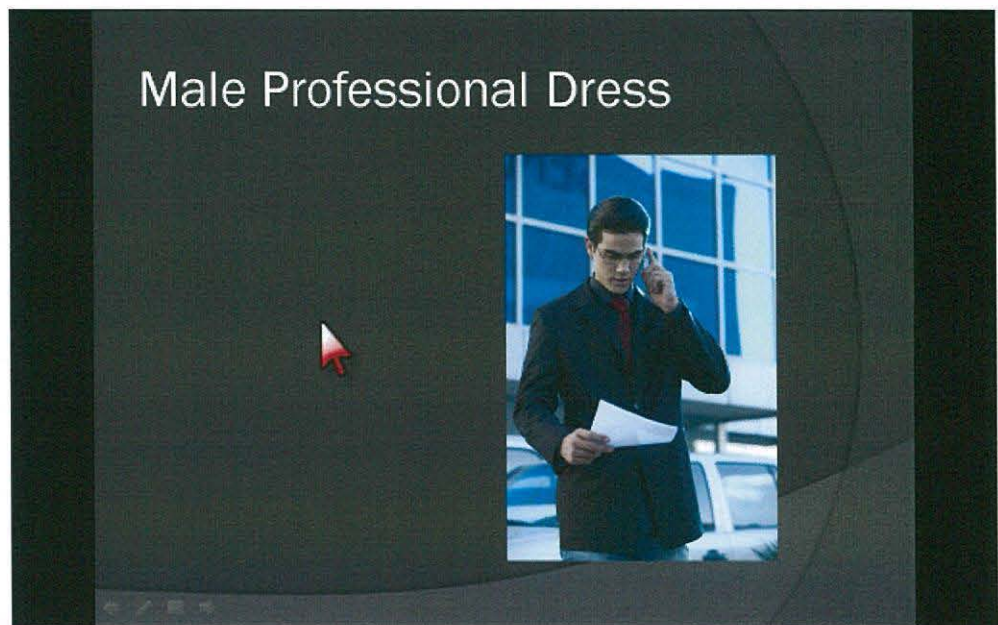
• **Click** to display slide 2	
• **Click** to display the text	
• Keep **clicking** until slide 3 is displayed	
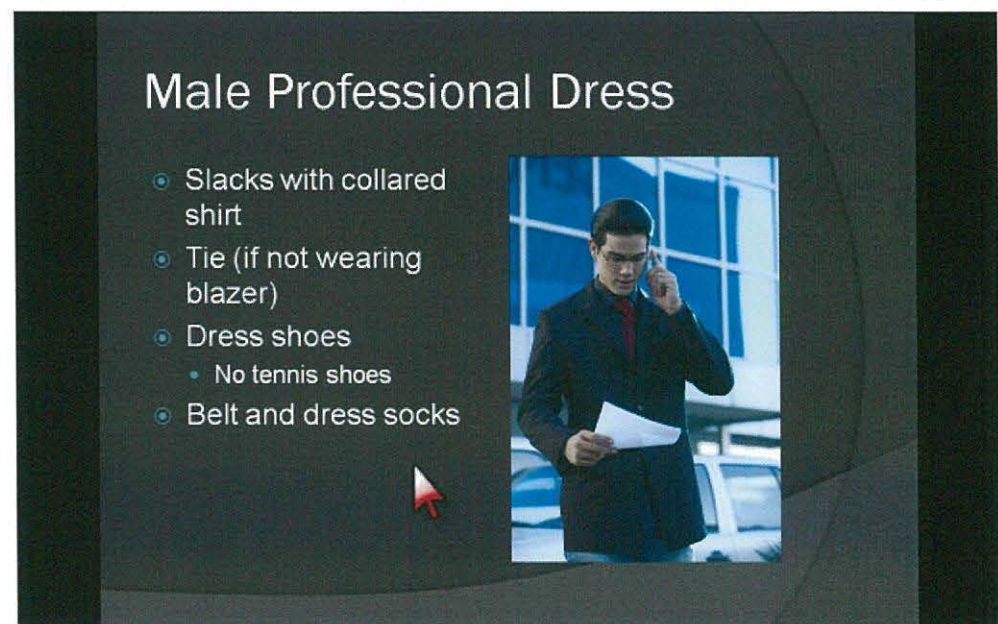
• **Click** to display slide 4	**Female Professional Dress** ⊙ Slacks, skirt, or dress ⊙ Matching blouse or sweater ⊙ Dress shoes • No tennis shoes ⊙ Nylons or dress socks
• **Click** to display text	**Clothing NOT Allowed**
• Keep **clicking** until the end slide is displayed	**Clothing NOT Allowed** ⊙ Denim
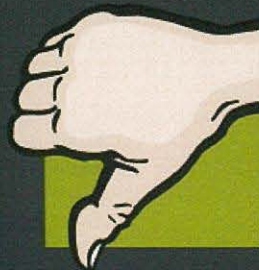
- **Click** to end the slide show

End of slide show, click to exit.

Learning Objective:

The student will be able to **save** to current location

- **Click** the quick "**Save**" button to save one last time.
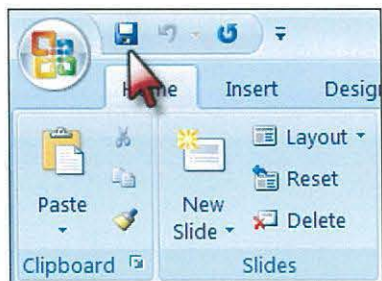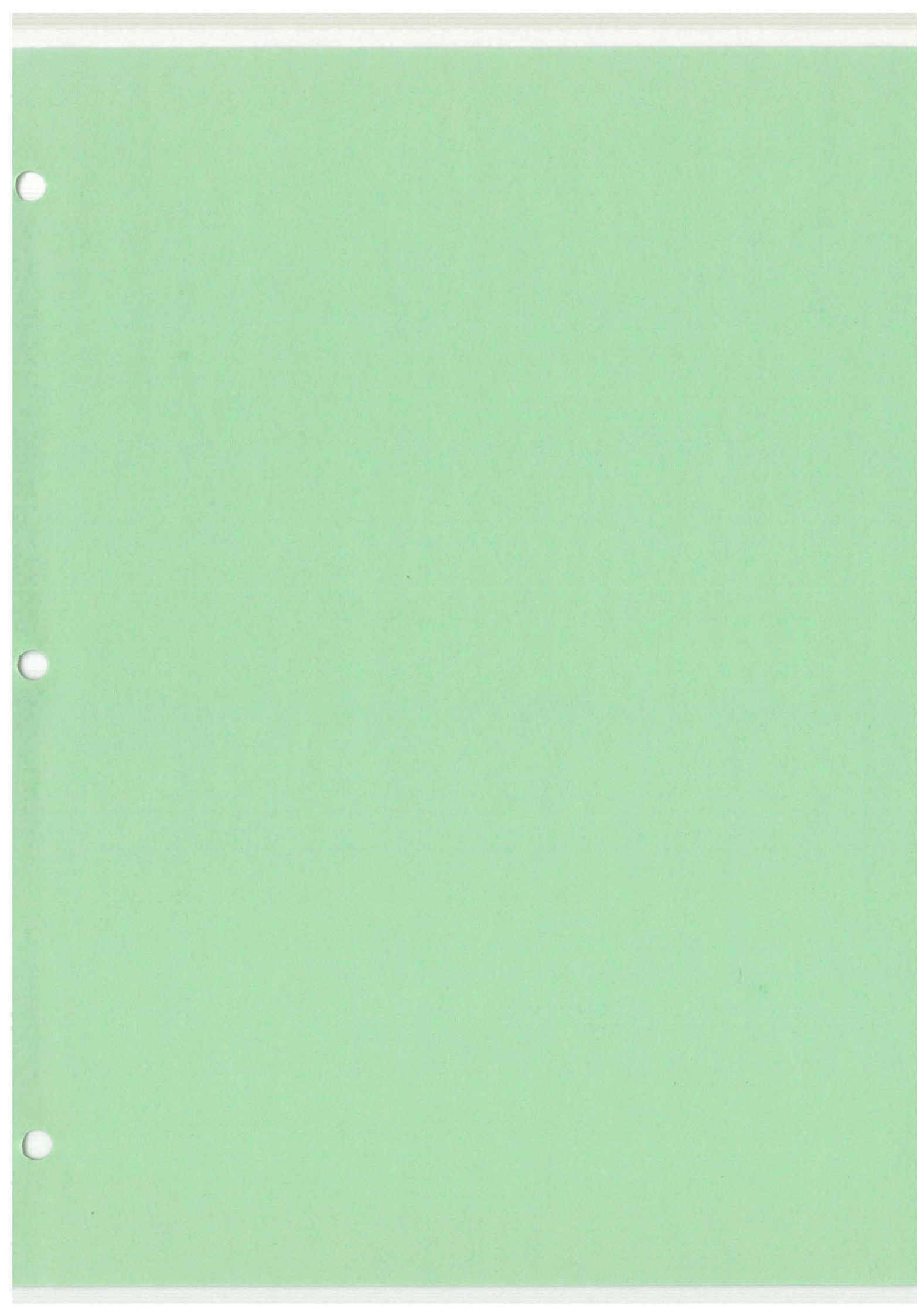
PowerPoint Labeling Test

Instructions: Label the following on the PowerPoint Presentation.
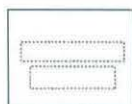
Title slide	Title Slide	Title and Content Slide Layout	Title and Content
Title	Title Slide	Increase list level	
Subtitle	Title Slide	Decrease list level	
Two Content Slide Layout	Two Content	Clip Art	Clip Art
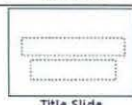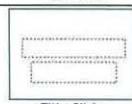
GIVE YOURSELF SOME CREDIT

Understanding your credit report
By Student Name

HOW YOUR CREDIT IS CALCULATED

- Range- 760 to 620
  - 35% Payment history
  - 30% Amounts owed
  - 15% History length
  - 10% New credit
  - 10% Credit types

IMPROVE YOUR SCORE

- Pay bills on time
- Avoid opening many new accounts
  - Open only if you intend to use
- Keep balances low
  - Less than 25% of credit limit
- Review credit report yearly

PowerPoint Test

Slide 1

- **Design Theme**: Opulent
- **Transition:** Dissolve

- **Subtitle:** Size 28
"Understanding your credit report":
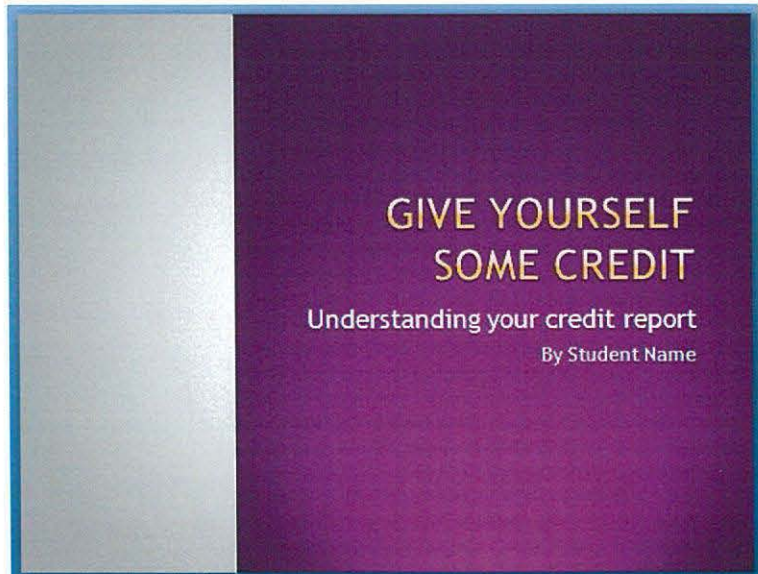
Slide 2

- **Slide Layout**: Two Content
- **Clip Art** search for: "credit"
- **Resize** clip art
- **Increase list level**

Slide 3

- **Slide Layout**: Title and Content
- **Increase list level**
- **Decrease list level**
- **Clip Art** search for: "account"
- **Move** clip art
- **Animation**: "Fly In"

Dream Vacation PowerPoint Presentation

Due _____

Plan a **dream vacation!** Create a <u>6</u> slide PowerPoint presentation *(with no more than 7 lines and 7 words per line on each slide)*. Your presentation must meet the following criteria:

1. Choose a **design theme**

2. **Title slide** has your name and vacation destination

3. Use at least **2** different slide **layouts**

4. Include at least **3 pictures** (you may use some from the internet).

5. Apply **animation** to **3** slides

6. Apply **transitions** to **3** slides

7. Include a list of the **activities** that you would do while you were at your destination.

8. Include the **culture** of the vacation destination (traditions, clothing, food, etiquettes, etc)

9. Personal vacation pictures can be included. We can scan them and upload them to the server for you to use in your presentation.

10. <u>NO</u> busy backgrounds. The audience should be able to read the information without much effort.

11. Presentations need to contain **appropriate material** for school.

12. **See the Vacation Assignment Grading on the back for exactly how points are awarded.**

Name: _____   Period: _____

Dream Vacation Rubric

Description	Value	Self Evaluation	Teacher Evaluation
6 completed slides (minimum)	6		
7 x 7 maximum per slide	6		
Opening Slide with name/destination	2		
At least 2 different slide layouts	2		
At least 3 pictures (some from the internet)	3		
Animation (3 minimum)	3		
Transitions (3 minimum)	3		
Activities	5		
Culture	5		
Oral Presentation:			
Volume level	3		
Eye Contact	3		
Not reading off slides	3		
Effort	3		
Total	47		
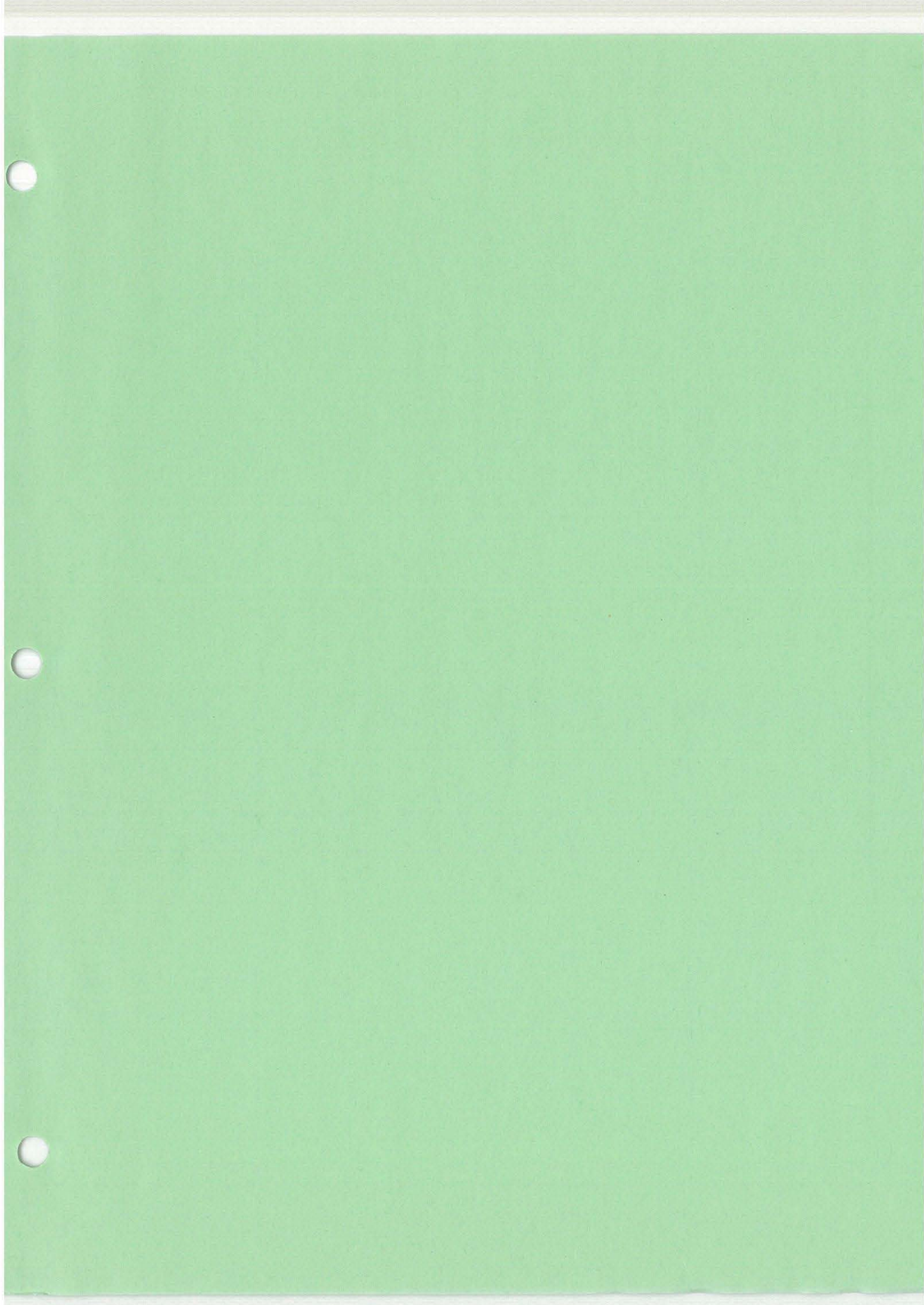
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This project was vital for English Language Learners enrolled in Introduction to Information Technology. The purpose of the project was to provide effective differentiated curriculum for two of the most popular computer programs used in other classes and in business for ELL students: Microsoft Word 2007 and Microsoft PowerPoint 2007. The goal of this curriculum was to ensure ELL students the opportunity to learn technology using alternative curriculum that reaches the way ELL students learn best. Current computer curriculum was not achieving this goal.

Through research laid out in chapter II, curriculum was developed based upon what has shown to be the best pedagogical strategies for all students with a focus on ELL students. In addition, input was received from other business educators as the curriculum was being created. Fortunately, the Microsoft Word 2007 curriculum was implemented in the IIT class prior to this project being completed.

Conclusions

The curriculum is predominantly graphics-based as that is how ELL students learn best. Capturing these screen shots and using the corresponding step-by-step directions is a most time consuming activity. There was concern that the students were merely learning how to follow directions and not necessarily learning what the tasks actually perform. The repetitiveness and including the learning objectives before each task was about to be executed helped ease this fear in addition to the performance-based assessment.

How did the ELL students perform using this new Microsoft Word 2007 curriculum? It is important to point out that this curriculum was available during the second semester of the school year. Out of the 45 student who were taking four or more ELL classes, 39 had been in the United States public school system since or before the beginning of the school year. Out of the 39 established ELL student's five students in addition to the six new ELL students used the modified curriculum. Teachers felt the other 34 students could rise to the challenge of following the regular classroom curriculum. Of the 11 students who used the modified curriculum the following was noted:

- Less individual assistance was needed (compared to regular curriculum)

- ELL students were engaged in the assignments

- The end product of each lesson was satisfying (very few corrections)

- Students scored well on the assessment portion proving they understood what each task performed

- Many students wanted to complete the project based assessment just as the other students do at the end of the unit

Recommendations

The curriculum was sent to four other IIT teachers for a trial implementation. All teachers made copies of the lessons in black and white ink while color ink was used in the author's classroom. The teachers who copied in black and white notice it took the students longer to complete the assignment and caused a little more confusion. Luckily the teachers had a comparison because at least one student in each classroom had the

color copy the author had sent. From that realization color copies were made and tested

in the classrooms. Teachers commented that printing in color is imperative because of the

computer interface being in color.

Microsoft Word and PowerPoint are only two of the most utilized computer

programs used in schools and businesses. Based on feedback from colleagues and

advisory committee members, work on this research and curriculum development should

continue. In addition Microsoft Excel is another computer program students need to

learn in order to be competitive in the job market. It would be ideal for Microsoft Excel

2007 curriculum to be created and implemented in the IIT class.

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