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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Information Technology | |
| **Course Name** | Principles of Information Technology | |
| **Lesson/Unit Title** | IT Professionals Presentation Project | |
| **TEKS Student Expectations** | **130.302. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (B) The student is expected to employ effective verbal and nonverbal communication skills;  (G) The student is expected to demonstrate planning and time-management skills such as storyboarding and project management, including initiating, planning, executing, monitoring and controlling, and closing a project.  (2) The student identifies various employment opportunities in the IT field.  (A) The student is expected to identify job opportunities and accompanying job duties and tasks;  (B) The student is expected to research careers of personal interest along with the education, job skills, and experience required to achieve personal career goals; and  (4) The student demonstrates knowledge of the hardware components associated with information systems.  (C) The student is expected to connect and use a variety of peripheral devices such as mouse, keyboard, microphone, digital camera, and printer.  (7) The student applies word-processing technology.  (B) The student is expected to edit a variety of text documents using functions such as pagination, appropriate white space, tab settings, and font style, size, and color; and  (C) The student is expected to create professional documents such as memorandums, technical manuals, or proposals using advanced word-processing features. | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | **Performance Objective**   * Upon completion of this lesson, the student will submit a completed presentation. The completed project, which incorporates skills and concepts from this course, is a three-part (fourth-part optional) presentation project, and is the final project for this course.   **Specific Objective**   * Students will be able to produce an essay in APA or MLA format. * Students will take at least one digital photograph and use it in their project. * Students will create a handout to give to the class. * Students will create a slide presentation to use during their speech. * Students will give a persuasive speech about why someone should choose a profession. | |
| **Rationale** | In today’s highly competitive market, it is important for students to be prepared to create professional written presentations with graphics, and to speak to an audience. | |
| **Duration of Lesson** | 3 Weeks | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  | |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Lesson Plan: IT Professionals Presentation Project * Slide Presentation: IT Professionals Presentation Project * IT Professionals Presentation Project Grading Rubric * Instructor computer and projection unit with audio equipment * Computers with internet access for student use * Industry standard Photo Manipulation software for students * Industry standard Desktop Publishing software for students * Industry standard Slide Presentation software for students * Color printer * Computer * Projector | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | 1. Ask students if they have ever been to a college or career day. 2. Explain that, typically, they will be interviewed for a specific job or college by recruiters. However, on this presentation project, the students will act as a Technical Recruiter for a specific profession. 3. Explain that students will use the information gathered from an earlier lesson on Investigating IT Employment Opportunities, but they will expand it for this project. | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| Go through the slide presentation with students. Discuss the following:   1. Professionals Presentation Requirements    1. Print       1. Essay       2. Handout    2. Digital   Slide presentation  C. Speech  3 to 5 minutes  D. Website (optional) | **Note:** The essay should bewritten as “A Day in the Life of…” and include the specific profession the student chooses. It should be at least 3 pages long, include the research they have done, and have proper APA or MLA formatting.  The Handout will graphically assist students with their persuasive speech on why someone should join this specific profession. Students should use a digital camera to take relevant photos to use in the handout.  The slide presentation will also reinforce the persuasive speech. It should have at least 5 slides, including digital photos taken by the student, and at least one chart to depict information.  The website portion is optional. It should be able to “stand alone” as a persuasive information site for the specific profession. It should also include the student’s digital photos as well as links to other sites about the profession. |
| **Guided Practice \*** | The teacher will go through the slide presentation and the requirements for the project, allowing plenty of time for questions. Then the teacher will instruct the students to begin their research. The students may also need access to their previous presentation created for Lesson 1.2: Investigating IT Employment Opportunities.  The teacher will monitor students and assist (if needed) as students process their digital photos, design handouts, and create their slide presentations. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Once students have chosen their specific profession, and it has been approved by the teacher, they will complete the three (or four) parts of their IT Professionals Presentation Project. | |
| **Lesson Closure** | Review the required elements for the student-created IT Professionals Presentation Project.  Review any previous lessons necessary for completion of the project. | |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  Students may be informally assessed through the following methods:   * Instructor observation during Guided Practice and Independent Practice * Question and Answer session during the review   **Formal Assessment**  Students may be formally assessed through the following methods:   * Students’ use of digital cameras, computers for research, photo manipulation, desktop publishing, and slide presentations as part of their presentation project. * Students’ completed work may be assessed using the IT Professionals Presentation Project Grading Rubric. | |
| **References/Resources/**  **Teacher Preparation** | Principles of IT Lesson 1.2 - Investigating IT Employment Opportunities | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  | |
| **Recommended Strategies** | | |
| **Reading Strategies** |  | |
| **Quotes** |  | |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  | |
| **Graphic Organizers/Handout** |  | |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  | |
| **Communication**  **90 Second Speech Topics** |  | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity**  (e.g., homework assignment) | **Extension**  Students may create a website for their IT Professionals Presentation Project. It could include the following:   * Persuasive information and external links to the specific profession * Student-taken digital photos | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | SkillsUSA, Technology Student Association (TSA) | |
| **Service Learning Projects** |  | |
| **Lesson Notes** |  | |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)