

## **ADVANCED POWERPOINT 2007: Advanced Presentations, Unit Opener, p. 1**

**Why It Matters** Discuss with students how using PowerPoint can improve their verbal presentations. Ask them to identify ways that templates, text boxes, SmartArt charts, tables, and other formatting features can convey information in an organized and effective manner. Discuss how presentation management tools, such as handouts, allow an audience to follow a presentation.

☞ See page **TM88** of the Teacher Annotated Edition for an overview of unit level resources.

## **Careers and Technology, p. 2**

### **☞ Reading Check**

1. Approximately 28,000 women earned undergraduate degrees in business in 1976.
2. Approximately 114,000 more men earned business degrees than computer science degrees in 2005. Approximately 144,000 more women earned business degrees than computer science degrees in 2005.

**NCLB/Math (Representation)** Have students visit the **Online Learning Center** for this book at **glencoe.com** to learn more about math theory. Click the link to the **Math Handbook**.

**ADVANCED POWERPOINT 2007: Advanced Presentations, Unit Closer, p. 49**

➔ **Academic Connections Create a Visitor's Guide** Review the Academic Connections feature on page 49 with students to help them make the connection technological and academic skills.

**Answer to Academic Connections** Go to the Online Learning Center at **glencoe.com** to access the rubric for this activity. If students need help remembering how to complete specific skills, ask them to turn to the page number listed after selected steps.

**Ethics in Action** The Ethics in Action feature on page 50 focuses on an important ethical issue that students may encounter at school, at work, or in their community. Have students read the feature and complete the questions to develop their decision-making skills.

➔ **You Decide and Application Activity Answers, p. 50**

1. Answers will vary. Students may point out that Winona's actions violate company policy because she does not round to the nearest quarter hour.
2. Answers will vary. Winona could be careful to stop working exactly on the quarter hour. She could report when she works extra time, as well as when she quits early, so that her paycheck always accurately reflects her hours.
3. Students' presentations will differ, but should contain a chart that demonstrates the impact of improperly tracking time in the workplace.

**Portfolio Project, Create a Guide for the Arts Council, pp. 51-54**

The Portfolio Project on pages 51-54 allows students to apply the skills learned in this unit to a business-oriented project. Students can complete all four parts, or focus on only one part of the project. Students can save printed copies of their projects, or create an electronic copy of the finished project for their portfolios.

**Answers** Rubrics for each part of the Portfolio Project are available at [glencoe.com](http://glencoe.com). You may want to download the rubrics and make them available to students as they complete each project.

**Part 1: Create a Flyer, p.51**

**LEVEL** This is a beginning level project.

**Part 2: Create a Sample Arts Council Guide, p.52**

**LEVEL** This is an intermediate level project.

**Part 3: Create a Proposal, p. 53**

**LEVEL** This is an intermediate level project.

**Part 4: Publish a Presentation, p. 54**

**LEVEL** This is an advanced level project.