

<b>Program Information</b>	<b>[Lesson Title]</b> My Career Presentation		<b>TEACHER NAME</b> Lindsay Tate	<b>PROGRAM NAME</b> Miami Valley Career Technology Center		
	<b>[Unit Title]</b> College and Career Readiness		<b>NRS EFL(s)</b> 4	<b>TIME FRAME</b> 60- 120 minutes		
<b>Instruction</b>	<b><u>ESOL Standards</u></b>					
	<b>Receptive</b>		<b>Productive</b>		<b>Interactive</b>	
	1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	4.1.4	3. Speak and write about level-appropriate complex literary and informational texts and topics.		2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	
	6. Analyze and critique the arguments of others orally and in writing.		4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.	4.3.1	5. Conduct research and evaluate and communicate findings to answer questions or solve problems.	4.5.1
	7. Adapt language choices to purpose, task, and audience when speaking and writing.		7. Adapt language choices to purpose, task, and audience when speaking and writing.			
	8. Determine the meaning of words and phrases in oral presentations and literary and informational text.		9. Create clear and coherent level-appropriate speech and text.			
			10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.			
	<b><u>CAREER COMPONENTS</u></b>			<b><u>DIGITAL LITERACY</u></b>		
<ul style="list-style-type: none"> <li>Individual Education, Career, and Life Plans</li> <li>Ongoing Assessment and Learning</li> <li>Career Advising</li> <li>Instruction and Job Training Services</li> </ul>			<ul style="list-style-type: none"> <li>Basic Computer Skills</li> <li>Internet and Communications</li> <li>Productivity Software</li> <li>Information Literacy</li> </ul>			

<p><b>LEARNER OUTCOME(S)</b></p> <ul style="list-style-type: none"> <li>• Ss will learn how to create and present a Google Slides presentation on their career of choice and present it to the class.</li> </ul>	<p><b>ASSESSMENT TOOLS/METHODS</b></p> <ul style="list-style-type: none"> <li>• Google Slides presentation</li> </ul>
<p><b>LEARNER PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Ss should have completed the Researching and Exploring Careers lesson plan and have chosen a career of choice they want to present.</li> <li>• Ss should know how to type.</li> <li>• Ss should have a google account and know how to access Google Slides in their Drive.</li> </ul> <p><i>Note: This presentation can also be done using Powerpoint if that's preferred.</i></p>	
<p><b>INSTRUCTIONAL ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Warm up: Ask students to share if they have ever done a presentation before and to describe it if so. Ask the students what makes a presentation interesting and boring. Engage in a short discussion on this 5-10 minutes.</li> <li>• Ask if anyone has ever created a Google Slides presentation (or Powerpoint if that's what the instructor chooses to use). Show this short YouTube video on Google slides: <a href="https://www.youtube.com/watch?v=1ENtPjEp_5c&amp;t=14s">https://www.youtube.com/watch?v=1ENtPjEp_5c&amp;t=14s</a></li> <li>• Model for the students what was shown in the video. Go over the basics of creating a new page, a background, images, and text. Have students practice in a google slides presentation. Allow 5-10 minutes for them to explore the different features or watch different YouTube videos on how to use it. Give them time to learn how they want.</li> <li>• Share the Google Slides template or a similar Powerpoint template you created. Allow them to follow the template or create their own presentation. Give them guidelines on what needs to be included in the presentation (which is already embedded in the template).</li> <li>• Give Ss time to create a presentation based on their career of choice, using the information gathered from the Career Research/Exploration lesson plan.</li> <li>• Ss should be prepared to give a 5-10 minute presentation on their career of choice to the class (could be the next day, week, or the same day, depending on your situation). ]</li> </ul>	<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• YouTube video on Google Slides: <a href="https://www.youtube.com/watch?v=1ENtPjEp_5c&amp;t=14s">https://www.youtube.com/watch?v=1ENtPjEp_5c&amp;t=14s</a></li> <li>• Google Slides template: <a href="https://docs.google.com/presentation/d/1oRPFtZfgpX_a1HPraH0Aan263jn88LyrumHNgqSesz4/edit?usp=sharing">https://docs.google.com/presentation/d/1oRPFtZfgpX_a1HPraH0Aan263jn88LyrumHNgqSesz4/edit?usp=sharing</a></li> </ul>

	<p><b>DIFFERENTIATION</b></p> <ul style="list-style-type: none"> <li>• Computer literacy</li> <li>• Teacher created handout</li> </ul>
<p><b>Refle ction</b></p>	<p><b>TEACHER REFLECTION/LESSON EVALUATION</b></p> <p>Ss really enjoyed this assignment and came up with excellent presentations using many pictures, videos, and engaging text for their presentations. Some Ss struggled to keep within the 5-10 minute range because they had so much to say. We offered to give Ss time to work in-class on their presentation but they preferred to do it as homework. This is an excellent way for Ss to practice English skills (written and spoken) as well as digital literacy skills.</p>
	<p><b>ADDITIONAL INFORMATION</b></p> <ul style="list-style-type: none"> <li>• Students will each need access to a computer and internet access.</li> <li>• The instructor should be familiar with how to create a Google Slides presentation from scratch. If the instructor is more familiar with Microsoft Powerpoint, this lesson plan can be adapted to that.</li> <li>• Ss cannot edit the Google Slides template in this lesson plan. The instructor will want to create their own and allow students to edit it (this is best used in Google Classroom where a copy can be made for each student). Alternatively, the instructor can make a Presentation Guidelines sheet that includes all the parts of the presentation. The instructor can then edit the parts as they wish.</li> <li>• This lesson plan can be done in-person or remotely.</li> <li>• Ss could work on the presentation during class time or as homework.</li> </ul>