



WV 1 UNIT 6: Showcase the Venture Project

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Unit Brief: Showcase the Venture Project

UNIT PROJECT: Present the Venture Project

BACKGROUND: When development of a project is complete, it is usually necessary to present the finished product to prospective customers, team members, and others. The best way to do this is to create informative slides that present the project information in an orderly, logical, and creative manner.

In this unit, YTE students have the opportunity to enhance their public-speaking skills, as well as learn how to create a multi-slide presentation in Microsoft PowerPoint — the presentation software program of choice in countless offices around the country and the world.

CHALLENGES: Present to an audience; provide feedback; use PowerPoint to create slide presentations.

DELIVERABLE: Presentation on the Venture Project

MILESTONE ACTIVITIES

To complete this unit successfully:

- **Estimate** the project value
- **Develop** skills in PowerPoint
- **Give** Venture presentations
- **Complete** the unit assessments

Unit Assessment Summary

Throughout the unit, you will complete and be graded on the following:

PROJECT - _____ %

- YTE Skills Assessment
- Venture Project Presentation

QUIZZES/TEST - _____ %

- Skills Assessment
- Vocabulary Assessment
- Knowledge Assessment

ENRICHMENT ACTIVITIES - _____ %

- Compare the Project's Value in Different Parts of the Country
- Create a PowerPoint Presentation About Yourself
- Present the Venture Projects to Other Groups

Unit Scope of Work

TASK LIST

To complete the unit, the class will engage in the following tasks:

1. Review project and skills

- Review the project brief
- Complete the Unit Skills-Self-Assessment

2. Develop team skills

- Communication/interpersonal skills
- Leadership skills
- Presentation skills
- Evaluation and feedback skills
- Assessment skills

3. Estimate the project value

- Estimate the value of the Venture Project
- Research and report on the value of the Venture Project

4. Develop skills in PowerPoint

- Introduce Microsoft Powerpoint
- Demonstrate PowerPoint
- Plan the PowerPoint presentation
- Create an outline
- Collect the content
- Create the PowerPoint presentation

5. Give Venture presentations

- Brainstorm components of an effective presentation
- Plan the presentation
- Discuss constructive feedback
- Give constructive feedback
- Complete a self-evaluation

6. Complete the unit assessments

- Skills Assessment
- Vocabulary Assessment
- Knowledge Assessment
- Unit Skills Self-Assessment

Lesson Planner

Unit objective:	Present the Venture Project
Suggested total class sessions:	11 (One class session equals approximately 50 minutes of actual time)

Lesson	Suggested sessions	Lesson Objectives
1	1	Estimate the Project Value <ul style="list-style-type: none"> • Research salary information • Calculate the value of the Venture Project
2	4	Develop Skills in PowerPoint <ul style="list-style-type: none"> • Create an outline for a slide presentation • Develop basic PowerPoint skills • Create a PowerPoint presentation
3	4	Give Venture Presentations <ul style="list-style-type: none"> • Identify the components of an effective presentation • Plan, rehearse, and give an oral presentation • Give constructive feedback • Assess your presentation and performance
4	2	Complete the Unit Assessments <ul style="list-style-type: none"> • Skills Assessment • Vocabulary Assessment • Knowledge Assessment • Unit Skills Self-Assessment

YTE Skills Assessment

Name: _____ Date: _____ Class: _____

	Minimal (1)	Basic (2)	Competent (3)	Advanced (4)
LEADERSHIP	1. Takes Initiative			
	<input type="checkbox"/> Passive. Learning to take initiative on projects.	<input type="checkbox"/> Sometimes takes initiative on projects.	<input type="checkbox"/> Consistently takes initiative on various projects.	<input type="checkbox"/> Volunteers for new projects and opportunities.
	2. Behaves Professionally			
	<input type="checkbox"/> Learning to be focused, punctual, and professional.	<input type="checkbox"/> Sometimes focused, punctual, professional.	<input type="checkbox"/> Consistently focused, punctual, professional.	<input type="checkbox"/> Raises the professional level of the class/team.
	3. Collaborates with Teammates			
	<input type="checkbox"/> Learning to work well with other team members.	<input type="checkbox"/> Sometimes works well with other team members.	<input type="checkbox"/> Consistently supports other members, while working through issues.	<input type="checkbox"/> Always contributes in moving team towards stated goal.
	4. Persuades Others			
	<input type="checkbox"/> Learning how to ensure her/his points are heard.	<input type="checkbox"/> Sometimes moves the group through persuasive conversation.	<input type="checkbox"/> Consistently is looked to for direction by the group.	<input type="checkbox"/> Provides direction for the group, while incorporating others' ideas.
PROBLEM SOLVING	1. Plans Effectively			
	<input type="checkbox"/> Learning to create a realistic and organized plan.	<input type="checkbox"/> Plan is sometimes realistic and organized.	<input type="checkbox"/> Plan is realistic and organized.	<input type="checkbox"/> Plan can be flexible and adjusts for contingency scenarios.
	2. Applies Technical/Business Skills Appropriately			
	<input type="checkbox"/> Learning to select and use the proper skills correctly.	<input type="checkbox"/> Sometimes selects and uses proper skills correctly.	<input type="checkbox"/> Consistently uses and selects proper skills correctly.	<input type="checkbox"/> Develops new skill(s) not required in assignment.
	3. Develops Creative Ideas and Approaches			
	<input type="checkbox"/> Develops few or no creative ideas and solutions.	<input type="checkbox"/> Develops some new ideas and solutions.	<input type="checkbox"/> Develops many creative ideas and solutions.	<input type="checkbox"/> Sets creative standard for the class.
	4. Executes Solution			
	<input type="checkbox"/> Assignment of poor quality. Doesn't check work.	<input type="checkbox"/> Assignment of fair quality. At times checks work.	<input type="checkbox"/> Project has few, if any, errors. Checks work.	<input type="checkbox"/> Product shows obvious extra effort.
COMMUNICATION	1. Demonstrates Understanding of Technical/Business Content			
	<input type="checkbox"/> Written/verbal knowledge is not accurate or complete.	<input type="checkbox"/> Written/verbal knowledge is sometimes accurate, nearly complete.	<input type="checkbox"/> Communication demonstrates mastery of knowledge.	<input type="checkbox"/> Through effective written and verbal communication, helps others understand subject matter.
	2. Possesses Clarity in Written Communication			
	<input type="checkbox"/> Main message unclear; information not organized.	<input type="checkbox"/> Message is somewhat clear; somewhat organized.	<input type="checkbox"/> Main message is clear and organized.	<input type="checkbox"/> Very clear and easy to understand.
	3. Provides Audience-Appropriate Presentation Content			
<input type="checkbox"/> Information not usually appropriate to audience.	<input type="checkbox"/> Information somewhat audience-appropriate.	<input type="checkbox"/> Information appropriate to audience.	<input type="checkbox"/> Information highly appropriate to audience.	
	4. Presents Effectively			
	<input type="checkbox"/> Distracting; hard to follow, unprofessional.	<input type="checkbox"/> Somewhat easy to follow, prepared, professional.	<input type="checkbox"/> Well-prepared, easy to follow, professional.	<input type="checkbox"/> Presentation highly polished and engaging.

See Comments on back.

YTE Skills Assessment

Name: _____ Date: _____ Class: _____

COMMENTS

LEADERSHIP	
PROBLEM SOLVING	
COMMUNICATION	

Unit Skills Self-Assessment

Name: _____ Date: _____ Class: _____

This table is a summary of the content taught in this unit. You will complete this worksheet once at the beginning of the unit and then again at the end of the unit. Check the column that best describes your level of understanding for each skill listed.

	Minimal	Basic	Competent	Advanced
Academic/Leadership Understandings				
• Research salary information				
• Create an outline for a presentation				
• Assessment and evaluation skills				
• Perform metrics evaluation				
• Oral presentation skills				
• Active listening skills				
Business Understandings				
• Calculate the value of the Venture Project				
• Learn basic PowerPoint skills				
• Create a basic presentation				
• Give constructive feedback				
• Assess personal performance				

Unit Resource Reference List

The following is a list of all external resources that are referenced throughout the unit.

Youth Tech Entrepreneurs, YTE Links Library: www.yte.org.links:

- [www.yte.org/links/Careers-Jobs/Job Search: Top Entry-Level Employers](http://www.yte.org/links/Careers-Jobs/Job%20Search:TopEntry-LevelEmployers)
- [www.yte.org/links/Careers-Jobs/Job Search/Monster](http://www.yte.org/links/Careers-Jobs/Job%20Search/Monster)
- [www.yte.org/links/Careers-Jobs/Job Search/Career Builder](http://www.yte.org/links/Careers-Jobs/Job%20Search/CareerBuilder)
- [www.yte.org/links/Careers-Jobs/Job Search/Tech Jobs](http://www.yte.org/links/Careers-Jobs/Job%20Search/TechJobs)
- [www.yte.org/links/Careers-Jobs/Job Search/Public Library Job Search](http://www.yte.org/links/Careers-Jobs/Job%20Search/PublicLibraryJobSearch)
- [www.yte.org/links/Careers-Jobs/Job Search/Top 10 Employment-Related Sites](http://www.yte.org/links/Careers-Jobs/Job%20Search/Top10Employment-RelatedSites)

Other sites of interest:

- Consortium for Entrepreneurship Education: <http://www.entre-ed.org/>
- Ewing Marion Kaufman Foundation Children & Youth Entrepreneurship Programs: <http://www.emkf.org/pages/129.cfm>
- My Own Business: <http://www.myownbusiness.org/>
- High School Startups.com: <http://www.highschoolstartups.com/>
- Junior Achievement Student Entrepreneur Center: <http://www.ja.org/studentcenter/entrp/default.shtml#>
- Teen Startups.com (part of Entrepreneur.com): <http://www.entrepreneur.com/tsu>
- The National Foundation For Teaching Entrepreneurship: <http://www.nfte.com/>
- Y & E: The Magazine for Teen Entrepreneurs: <http://ye.entreworld.org/>
- YoungBiz: <http://www.youngbiz.com/>

Curriculum Alignment

Lesson	Frameworks	Strands	Standards
Lesson 1: Estimate the Project Value	English Language Arts	Language Composition	4.26 20.5, 24.5
	Comprehensive Health	12: Consumer Health and Resource Management	12.14, 12.20
	History and Social Science	Economics	E.1.2, E.1.4, E.2.1, E.2.5, E.3.7, E.3.8, E.3.9, E.3.10
Lesson 2: Develop Skills in PowerPoint	English Language Arts	Language Composition Media	2.5, 2.6, 4.26 19.26, 20.5, 20.6, 21.8, 22.10, 23.13, 23.14 27.6
	Comprehensive Health	12: Consumer Health and Resource Management	12.14, 12.20
	History and Social Science	Economics	E.3.8, E.3.10
Lesson 3: Give Venture Presentations	English Language Arts	Language Composition Media	2.5, 2.6, 3.14, 3.17, 4.26 20.5, 20.6, 25.5, 25.6 26.5, 26.6, 27.6
	Comprehensive Health	12: Consumer Health and Resource Management	12.14, 12.20
	History and Social Science	Economics	E.3.8, E.3.10
Lesson 4: Unit Assessments	English Language Arts	Language Composition Media	4.26 20.5, 22.10, 23.13, 23.14, 25.6 27.6
	Comprehensive Health	12: Consumer Health and Resource Management	12.14, 12.20
	History and Social Science	Economics	E.2.1, E.2.4, E.3.8, E.3.9, E.3.10

Lesson 1

Estimate the Project Value

Unit objective	Present the Venture Project: <ul style="list-style-type: none"> • Estimate the value of the Venture Project • Develop basic PowerPoint skills • Create a PowerPoint presentation • Prepare, rehearse, and give an oral presentation with slides • Evaluate a presentation
Academic objectives	<ul style="list-style-type: none"> • Research salary information
IT objectives	<ul style="list-style-type: none"> • None
Business objectives	<ul style="list-style-type: none"> • Calculate the value of the Venture Project
Suggested class sessions	1
Materials	None
Handouts	Value of Services
Web links	www.yte.org/links/Careers-Jobs/Job Search/Top Entry-Level Employers www.yte.org/links/Careers-Jobs/Job Search/Monster www.yte.org/links/Careers-Jobs/Job Search/Career Builder www.yte.org/links/Careers-Jobs/Job Search/Tech Jobs www.yte.org/links/Careers-Jobs/Job Search/Public Library Job Search www.yte.org/links/Careers-Jobs/Job Search/Top 10 Employment-Related Sites
Types of activities	Documentation Research Writing
Homework	None
Enrichment activity	Compare the Project's Value in Different Parts of the Country

INTRODUCTION

In this lesson, students will estimate the value of the services they provided during their Venture Project. Knowing the potential value of their entrepreneurial and technical skills is an added incentive to pursue technical and business management studies when they graduate from high school.

Specifically, students will:

- Research salary information
- Calculate the value of the Venture Project

WORD OF THE DAY

- **Market value.** To know how much your services are worth on the open job market is powerful information. Students who have technical skills to offer an employer can negotiate for a much higher salary than those students who enter the job market with few or no skills. This can add significantly to a student's confidence and self-assuredness.

TEACHER PREP

- Bring in the Help Wanted section from one or more Sunday newspapers.
- Make copies of each team's Weekly Status Reports.
- Write the following phrases on the board:
 - Web Developer
 - Web Designer
 - Programmer
 - Information Technology

Lesson Glossary

- **Gross pay.** The amount of money you earn each pay period before taxes are subtracted.
- **Market value.** The value of a product/service on the open market; the salary an employee can expect depending on his/her qualifications.
- **Net pay.** The amount of money you earn each pay period after taxes are subtracted.
- **Supply and demand.** When supply is great and demand is low, prices are low; when supply is low and demand is great, prices are high.

STEP 1: Estimate the Value of the Venture Project

Students receive several types of rewards for their efforts on the Venture Project:

- Learning team skills
- Learning technical skills
- Learning entrepreneurial skills
- Working with an outside client who will provide feedback, as well as a non-monetary token of appreciation.

If your students were entrepreneurs and technical professionals working in the business world, they would gain a financial reward for their work on a project, which would be based primarily on the value of their labor.

Activity: Research and Report on the Value of the Venture Project

Divide your students into their Venture Project teams. Give each team copies of their Weekly Status Reports. Each team should calculate the total number of hours spent performing the tasks involved in its Project. For the purposes of this lesson, the students should count all the hours spent on "Weekly Accomplishments."

The students should then research the current salary or hourly rate for entry-level technical services personnel. They should look in the "Help Wanted" section of one or more local newspapers, and search the Internet for this information.

The YTE Web site includes links to sites the students can use as references:

- www.yte.org/links/Careers-Jobs/Job_Search/Top_Entry-Level_Employers
- www.yte.org/links/Careers-Jobs/Job_Search/Monster
- www.yte.org/links/Careers-Jobs/Job_Search/Career_Builder
- www.yte.org/links/Careers-Jobs/Job_Search/Tech_Jobs
- www.yte.org/links/Careers-Jobs/Job_Search/Hot_Jobs
- www.yte.org/links/Careers-Jobs/Job_Search/Public_Library_Job_Search
- www.yte.org/links/Careers-Jobs/Job_Search/Top_10_Employment-Related_Sites

As of this writing, [www.yte.org/links/Careers-Jobs/Job Search/Monster](http://www.yte.org/links/Careers-Jobs/Job_Search/Monster) allows you to run a personal salary report.

Once the students have determined an average entry-level salary or an hourly rate for the type of work they performed on the Venture Project, they should complete the "Value of Services" handout. They should document the sources of their information.

Remind the students that a typical full-time salary is the equivalent of 40 hours/week for 50 weeks a year (assuming two weeks vacation), which equals 2000 hours/year. To compare the value of their work to a salary, they should use the following equation to determine the hourly rate:

$$\text{Salary} / 2000 = \text{Hourly rate}$$

ENRICHMENT ACTIVITY: Compare the Project's Value in Different Parts of the Country

Ask your students to perform the same research, but this time they should identify the typical rate of pay for the type of work they performed in three different areas of the country. For example, the students might find and compare the entry-level salaries for a Web Designer in Illinois, Kentucky, and Florida.

Value of Services

Team Name: _____ Date: _____ Class: _____

List each source you consulted and the title of the job. Enter the hourly rate. If the source lists an annual salary, use this equation to determine the hourly rate:

Salary / 2000 = Hourly rate

Example: \$36,000 / 2000 = \$18 per hour

Under Person Hours, enter the total number of hours all members of the team worked on the Project (based on your Weekly Status Reports). Multiply the Hourly Rate by the number of Person Hours to arrive at the Project Value:

Hourly pay * Total Person Hours = Project Value

Example: \$18 * 154 = \$2772

Source	Job Title	Hourly Rate	Total Person Hours	Project Value
www.monster.com	Tech Services Rep	\$18	154	\$2772

Find the average Project Value:

Total of all Project Value entries / # of Project Value entries

The average value of a Venture Project is \$_____ .

Lesson 2

Develop Skills in PowerPoint

Unit objective	Present the Venture Project: <ul style="list-style-type: none"> • Estimate the value of the Venture Project • Develop basic PowerPoint skills • Create a PowerPoint presentation • Prepare, rehearse, and give an oral presentation with slides • Evaluate a presentation
Academic objectives	<ul style="list-style-type: none"> • Create an outline for a slide presentation
IT objectives	<ul style="list-style-type: none"> • None
Business objectives	<ul style="list-style-type: none"> • Develop basic PowerPoint skills • Create a PowerPoint presentation
Suggested class sessions	4
Materials	None
Handouts	Basic PowerPoint Skills Presentation Requirements and Tips Slide Presentation Evaluation
Web links	None
Types of activities	Demonstration Team meeting Writing Hands-on
Homework	None
Enrichment activity	Create a PowerPoint Presentation About Yourself

INTRODUCTION

In this lesson, students learn basic skills in Microsoft PowerPoint — an essential tool for developing visual presentations.

Specifically, students will:

- Develop basic PowerPoint skills
- Create an outline for a slide presentation
- Create a PowerPoint presentation

WORDS OF THE DAY

- **Layout.** In an effort to make all of your slides appear the same (have the same look and feel) PowerPoint users should create and apply layouts that support the theme of their presentations. PowerPoint includes many preset layouts that any user can apply with little or no modification.
- **PowerPoint.** This Microsoft Office application is the de facto standard for creating slide presentations in the business world. Knowing how to use PowerPoint is a very useful skill for virtually anyone in business; it's not just for administrative personnel any more.

- **Slide master.** When you want to apply the same look and feel to a large number of slides in your presentation (or all of them) you can develop a slide master that automatically applies the page layout, font size, font color, logo, and any other design elements that you choose. Slide masters make it quick and easy to modify a large number of pages: make the change to the master and it is applied to every page that is based on it.
- **Template.** A template provides preset information and blank fields where the user can insert his unique information. You can find templates in Microsoft Word; you can select from a number of templates that provide proper spacing and placement for a business letter, a professional resume, a friendly letter, and many more documents.

TEACHER PREP

Check whether you can access the PowerPoint 2000 tutorial from the classroom computers. If so, give the students some time to complete the tutorial during the first class session in this lesson.

If you have taught this YTE course in the past, consider showing the class one or more student PowerPoint presentations from previous Venture Projects.

Lesson Glossary

- **Layout.** The arrangement, placement, or design of elements on a page or document.
- **PowerPoint.** The presentation software included in Microsoft Office, used to create slides.
- **Slide master.** The PowerPoint slide that dictates how all the slides based upon it will appear; changes in the slide master are applied to all slides based upon it.
- **Template.** A pattern that serves as a guide.

STEP 1: Introduce Microsoft PowerPoint

In this step, you show students the basic steps involved in creating a PowerPoint presentation. If possible, use the PC projector to demonstrate the product. Otherwise, the students can follow along while you guide them through the steps.

Activity: Demonstrate PowerPoint

Follow the steps below to demonstrate PowerPoint from the PC projector:

1. Open PowerPoint.
2. Add a title to the opening slide of the presentation.
3. Preview and select a design template (Format>Apply Design Template).
4. Add a slide.
5. Select a layout with bulleted text (Format>Slide Layout).
6. Add a title and text to the slide.
7. Add another slide.
8. Select a layout that features an image.
9. Add a piece of clip art to the slide (Insert>Picture>Clip Art).
10. Add a slide and select another layout that features an image.
11. Copy an image from another application or the Web and paste it into the slide.
12. Add a slide and select another layout that features an image.
13. Insert an image file from your computer into the slide (Insert>Picture>From File).
14. Add a slide and select the layout that features a table.
15. Create a simple table.

16. Add a slide and select the layout that features a chart.
17. Create a chart.
18. Display the presentation in Slide Sorter view (View>Slide Sorter).
19. Move the slides around in Slide Sorter view.
20. Display the presentation in Notes Page view (View>Notes Page).
21. Add some text to the notes area.
22. Display the presentation in Slide Show view (View>Slide Show).
23. Display the slide master (View>Master>Slide Master).
24. Change the default font used for the slide title.
25. Redisplay the presentation in Normal view (View>Normal). Point out the change in font.
26. Create a slide that uses the layout with just a title.
27. Draw two shapes and add a text box to the slide.
28. Point out the built-in animation features (Slide Show>Preset Animation).
29. Apply an animation feature to one of the shapes on the slide.
30. Display the presentation in Slide Show view (View>Slide Show).
31. Open the online Help (Help>Microsoft PowerPoint Help).
32. Look up a topic in the Help index (for example, "slide master").
33. Show how you can find the same information by entering a query on the Answer Wizard tab (for example, "How do I edit a slide master").

Distribute copies of the "Basic PowerPoint Skills" handout to the students.

STEP 2: Plan the PowerPoint Presentation

Explain that your students will present their Venture Project to the class during the next lesson. One part of each presentation will be a PowerPoint show that consists of 10 to 15 slides.

Activity: Create an Outline

The students should meet in their Venture Project teams. For ten minutes, the teams should brainstorm the information they want to include in their PowerPoint presentations. The students should then select the ideas they like best and put them in the proper order for the presentation.

Activity: Collect and/or Create the Content

The team must decide who will perform the tasks involved in creating the presentation. These tasks include:

- Writing the text for the presentation
- Collecting or creating images
- Creating the presentation in PowerPoint

Based on their roles, the students should then:

- Draft the text
- Create and/or gather images
- Further explore PowerPoint features

Distribute the "Presentation Requirements and Tips" and "Slide Presentation Evaluation" handouts to the students.

STEP 2: Create the PowerPoint Presentation

For the remaining class sessions, the team members should work together to develop their presentations. When the teams are done, they should turn in an electronic copy of the presentation to you. Evaluate all presentations using the "Slide Presentation Evaluation" handout.

ENRICHMENT ACTIVITY: Create a PowerPoint Presentation About Yourself

Each student can create a 10-slide PowerPoint presentation about him- or herself, including photographs, graphics, sounds (if the student is adventurous), and text.

Basic PowerPoint Skills

Name: _____ Date: _____ Class: _____

In Microsoft PowerPoint, a *slide* is a page in a presentation that contains text and possibly graphics. The table below lists PowerPoint actions you can use to create a presentation, brief descriptions of how to access the actions, and the heading of the online Help section that provides instructions on how to use the features.

PowerPoint Action	How to Get Started
Create, edit, and save slides	File > New File > Open File > Save
Use views	View > Normal View > Slide Sorter View > Notes Page View > Slide Show
Use design templates	Format > Apply Design Template
Lay out slides	Format > Slide layout
Add, delete, and reorder slides	Insert > New Slide Edit > Delete Slide View > Slide Sorter
Add and format text	Click a text box or other component and type Format > Font
Add colors and textures	Format > Slide Color Scheme Format > Background
Give a presentation	View > Slide Show
Print slides	File > Print
Change all slides with slide master	View > Master > Slide Master
Add pictures, tables, and charts	Insert > Picture > Clip Art Insert > Picture > From File Insert > Chart Insert > Table
Add pictures and documents from other applications	Insert > Object, and then select the type of object
Add animation	Slide Show > Animation Slide Show > Custom Animation
Add transitions between slides	Slide Show > Slide Transition

Presentation Requirements and Tips

Name: _____ Date: _____ Class: _____

Presentation Requirements

One or two team members will present a slide show on the Venture Project, which will consist of 10 to 15 slides. Each slide will include a few short sentences or phrases that summarize an important point about the Project. The slides can also include graphical elements, including portions of the site pages, as long as the slide's text remains clearly readable at all times.

The slides should present the most important points of the Project:

- What was the Project?
- Who was the client?
- What were the client's needs?
- How did you meet those needs?
- What was the greatest challenge you faced in the Project, and how did you meet that challenge?
- What was the estimated value of the Project?

Use the following tips and the "Slide Presentation Evaluation" handout to guide you while you create your presentation. Your teacher and classmates will use this handout to assess your presentation during the next lesson.

Appearance of the Slides

Ensure that graphical content does not make it difficult to read the text. Make sure there's plenty of contrast between the text and its background, and that any texture behind the text is not distracting. In the case of presentations, simpler is better.

Content, Style, and Delivery of the Text

- Make sure the slides are easy to read, with at most six phrases or sentences per slide. In writing each slide's bulleted list, make them either all sentences or all phrases. That style will make it easier for the audience to understand the content of the slide. If you use phrases, don't use punctuation at the end. If you use sentences, use ending punctuation.
- Carefully plan what the presenter/s will say to augment (enhance) the information on the slide. Plan the verbal transition from one slide to the next, whether it's on the same topic or not. All team members should work on the narrative (the supporting text).
- Consider using the PowerPoint Notes feature to write down the narrative.
- To make the speech livelier and more spontaneous, write down the narrative as notes rather than word-for-word. This allows the presenter to speak rather than read a script. If there are two presenters, make sure they smoothly coordinate their speaking responsibilities.

Slide Presentation Evaluation

Team Name: _____ Date: _____ Class: _____

Use this handout to evaluate the Venture Project slide presentation. Check the box that best describes the presentation in each category (row). Points for evaluations are at the top of each column. Add the evaluation points for all categories, and write the number in the **Total Points** area at the bottom of the handout.

	1 Point	2 Points	3 Points	4 Points
Quality of Writing	<input type="checkbox"/> Learning to use grammar, spelling, and punctuation.	<input type="checkbox"/> Uses appropriate grammar, spelling, and punctuation.	<input type="checkbox"/> Has mastered the basic rules of writing.	<input type="checkbox"/> Writing is flawless and of professional quality.
Clarity of Information	<input type="checkbox"/> Main message is unclear; information is disorganized.	<input type="checkbox"/> Main message is somewhat clear, and somewhat organized.	<input type="checkbox"/> Main message is clear and organized.	<input type="checkbox"/> Main message is very clear and easy to understand.
Accuracy of Information	<input type="checkbox"/> Data is missing or inaccurate.	<input type="checkbox"/> Data is accurate, with some lapses.	<input type="checkbox"/> Data is accurate.	<input type="checkbox"/> Data is very accurate.
Audience	<input type="checkbox"/> Information is not appropriate to audience.	<input type="checkbox"/> Information is somewhat audience-appropriate.	<input type="checkbox"/> Information is appropriate to audience.	<input type="checkbox"/> Information is highly appropriate to audience.
Layout and Design	<input type="checkbox"/> Text is not easy to read. Colors and/or backgrounds are distracting.	<input type="checkbox"/> Text is somewhat easy to read. Colors and/or backgrounds contribute somewhat to message.	<input type="checkbox"/> Makes effective use of text, layout, colors, and/or backgrounds.	<input type="checkbox"/> Shows high degree of understanding of visual design elements.
Graphics	<input type="checkbox"/> There are no images, or the images are of low quality or inappropriate.	<input type="checkbox"/> Some images are of low quality, inappropriate, or do not contribute to presentation.	<input type="checkbox"/> Images are appropriate and contribute to the presentation.	<input type="checkbox"/> Images are used creatively and convey a common theme throughout the presentation.
Total Points _____				

Lesson 3

Give Venture Presentations

Unit objective	Present the Venture Project: <ul style="list-style-type: none"> • Estimate the value of the Venture Project • Develop basic PowerPoint skills • Create a PowerPoint presentation • Prepare, rehearse, and give an oral presentation with slides • Evaluate a presentation
Academic objectives	<ul style="list-style-type: none"> • Identify the components of an effective presentation • Plan, rehearse, and give an oral presentation
IT objectives	<ul style="list-style-type: none"> • None
Business objectives	<ul style="list-style-type: none"> • Give constructive feedback • Assess your presentation and performance
Suggested class sessions	4
Materials	None
Handouts	Criteria for Evaluating Presentations Guidelines for Giving Presentations Giving and Getting Constructive Feedback Presentation Feedback Form Instructor Evaluation Form Team Self-Evaluation Form
Web links	None
Types of activities	Brainstorming Presentation Writing
Homework	None
Enrichment activity	Present the Venture Projects to Other Groups

INTRODUCTION

In this lesson, the students work together in teams to plan and present their Venture Projects to the class. The ability to orally present information is a key skill in the business world. Similarly, the ability to provide constructive feedback to a presenter and receive feedback from an audience is essential to succeeding in personal and professional relationships.

Specifically, students will:

- Give a presentation to the class
- Accept feedback from classmates
- Give feedback to other presenters

Before beginning this lesson, students should:

- Understand how to use PowerPoint to create a presentation (Unit 6, Lesson 1)
- Have completed their Venture Project presentation (Unit 6, Lesson 2)

WORDS OF THE DAY

- **Constructive feedback.** When reviewing someone else's work, it is best to put yourself in the other person's shoes and consider her feelings before you comment. Comment on the positive aspects of the work first and foremost; be descriptive rather than judgmental; suggest alternatives when possible.
- **Criteria.** Actions are usually based upon certain standards that are set for that particular action. You drive a car based on criteria that are set to keep everyone on the road safe. You develop Web pages based on standard Web development techniques.
- **Positive feedback.** Positive feedback is similar to constructive feedback. This type of feedback allows the presenter to feel good about his work, even if it is not perfect. Positive feedback focuses on the positive aspects of the work, rather than the negative.
- **Self-evaluation.** Introspection is a necessary activity. People can look at themselves, their actions, and their accomplishments, and decide how close they came to accomplishing their goals. Self-evaluation allows for personal growth.

TEACHER PREP

Arrange to duplicate any materials your students plan to distribute during their presentations. It would be best for each team to distribute copies of their presentations to their classmates so they can follow along during the presentations. This simulates the normal activity in a business meeting. Every participant is given a copy of the presentation so they can take notes directly on the slides during the discussion.

Lesson Glossary

- **Constructive feedback.** Practical and useful comments on a piece of work that allow the author to improve it.
- **Criteria.** A standard upon which an item is judged, based, or built.
- **Negative feedback.** Comments that focus on the negative aspects of a piece of work. This type of feedback can be detrimental to a team atmosphere.
- **Positive feedback.** Similar to constructive feedback, it focuses on the positive aspects of a piece of work.
- **Self-evaluation.** Introspection.

STEP 1: Brainstorm the Components of an Effective Presentation

Ask the students to think about presentations they have attended either in or out of school. In particular, ask them to consider what made them pay attention to, and learn from, some presentations more than others.

After a minute or two, ask the students to share their thoughts in a brainstorming session. While they're offering ideas, record them on the blackboard in two columns, one for "pluses" (positive factors) and one for "minuses" (negative factors).

Distribute the "Criteria for Evaluating Presentations" and "Guidelines for Giving Presentations" handouts. Using the brainstormed list and the handout, review the factors that contribute to an effective presentation. Introduce the "Presentation Feedback Form" the students will use to give each other feedback on their presentations.

STEP 2: Plan the Presentation

Ask the students to meet in their Venture Project teams to plan their presentations. They should refer to the “Criteria for Evaluating Presentations” handout for guidance. Including their slide show, the students should plan a 15- to 20-minute presentation.

The students should schedule time with you to duplicate any materials they plan to distribute, and decide who will present the various aspects of their Project. They should also rehearse their presentation at least once.

STEP 3: Discuss Constructive Feedback

As a class, review the guidelines on the “Giving and Getting Constructive Feedback” handout. Discuss the importance of sharing positive and negative comments. Remind the students how it feels when someone has only bad things to say about something you’ve done.

STEP 4: Give Constructive Feedback

For the rest of the class sessions, the Venture Project teams will present their Projects to the rest of the class. During the presentations, you should complete the “Instructor Evaluation Form” handout.

After each presentation, ask the rest of the students in the class to complete a copy of the “Presentation Feedback Form,” keeping in mind the guidelines for giving and getting constructive feedback. Collect the completed feedback forms and distribute new ones before each presentation.

After each class session, make copies of the completed feedback forms and give them to the team whose work was critiqued.

STEP 5: Complete a Self-Evaluation

Ask each team to complete a self-evaluation of its presentation using the “Team Self-Evaluation” handout.

ENRICHMENT ACTIVITY: Present the Venture Projects to Other Groups

Arrange for the students to give their presentations to other groups who might be interested, including:

- Other classes in school
- Other YTE classes in school
- Parents
- Teachers in various academic departments
- The school or district’s IT staff
- The school committee

Criteria for Evaluating Presentations

Source: <http://academic.engr.arizona.edu/HWR/hwr203Fall2002/IndexImages/criteriaEvalPresent.pdf>

Content	<ul style="list-style-type: none"> • Is solid information presented? • Is it the correct amount of information? • Is the information appropriate to the assignment? • Are topics and examples related to everyday interests of the audience?
Organization	<ul style="list-style-type: none"> • Is there a clear beginning, middle, and end? • Is the opening strong, with a clear statement of the topic and overview of the presentation contents? • Are the main claims well supported? • Are forward and backward anchors used? • Is the ending strong and conclusive?
Delivery	<ul style="list-style-type: none"> • Does the speaker stand straight and not fidget? • Does the speaker make eye contact with the audience? • Does the speaker appear prepared? • Does the speaker seem enthusiastic about the topic? • Does the speaker appear competent and confident? • Does the speaker speak clearly and loudly?
Visuals	<ul style="list-style-type: none"> • Are visuals used effectively? • Can visuals be seen easily from everywhere in the room? • Do visuals use key phrases instead of sentences? • Do the visuals help the audience follow the presentation? • Does the speaker discuss the visuals without simply reading them to the audience? • Does the speaker maintain contact with the audience while discussing visuals?
Questions	<ul style="list-style-type: none"> • Does the speaker announce a policy about questions at the beginning? • Does the speaker initiate and terminate the question-and-answer period? • Does the speaker repeat and clarify all inaudible or confusing questions? • Does the speaker listen to the whole question before responding? • Does the speaker respond to the whole group rather than just the questioner? • Does the speaker use the question period effectively to further the purpose of the presentation? • Are questions numerous and interesting?

Guidelines for Giving Presentations

Source: http://www.prospects.ac.uk/cms/ShowPage/Home_page/Applications_and_interviews/Interviews/Assessment_centres/Giving_presentations/plafaLa

- Plan your presentation carefully along A-B-A lines:
 - Tell them what you're going to tell them
 - Tell them what you have to say
 - Tell them what you've told them
- Limit your points to no more than six main messages.
- Pitch the level of your talk at your audience and keep it clear—don't give too much detail.
- Support your ideas and themes with anecdotes, examples, statistics, and facts. Don't be afraid to use humor appropriately.
- Aim for a conversational delivery and talk from notes. Do not memorize or read from a full script. You may find it helpful to fold or cut notes to hand size (5 x 4-inch index cards work well).
- Make eye contact with all members of the group at least once during the presentation.
- Talk to the group, not at it.
- Keep to time. Bear in mind that your nerves can cause you to speed up or slow down.
- Speak clearly, don't mumble, and talk louder than you think necessary.
- Be aware of your body language and don't fidget while you talk.
- Ask someone to listen to your presentation beforehand so you know if you have any annoying habits, or if you repeat words like "okay," "er," or "you see" too often.
- If you are using an overhead projector, avoid walking in front of the screen or reading the transparencies to your audience. Refer to them by all means, but allow them to illustrate/back up/summarize what you are saying—images are generally more effective than words.
- Handle any questions using the mnemonic, **TRACT**:
 - **T**hank the questioner
 - **R**ephrase the question for the rest of the audience
 - **A**nswer the question to the group
 - **C**heck with the questioner to ensure he is satisfied with your answer
 - **T**hank the questioner again

Giving and Getting Constructive Feedback

Adapted from: <http://www.wellclosesquare.co.uk/training/mentor/feedback.htm>

Guidelines for Giving Constructive Feedback

- Focus on the positive; give positive feedback first and last
- Be descriptive, not judgmental
- Talk about specifics and give an example when possible
- Suggest alternatives where appropriate
- Give negative feedback only about things that can be changed
- Give feedback only when asked to do so, or when your offer of feedback has been accepted

Guidelines for Receiving Feedback

- Listen to feedback
- Assume that feedback is constructive
- Use and consider only those elements that are constructive, and consider them carefully
- Pause and think before responding
- Ask for clarification or examples if statements are unclear or unsupported
- Accept negative feedback for consideration, rather than dismissing it
- Ask for suggestions on ways you might modify or change something
- Respect and thank the person giving the feedback

Presentation Feedback Form

Team Name: _____ Date: _____ Class: _____

Student Evaluator: _____

Adapted from: <http://academic.engr.arizona.edu/HWR/hwr203Fall2002/IndexImages/criteriaEvalPresent.pdf> and http://people.english.ohio-state.edu/bailey.389/Teaching/Eng36707/eval_presents.htm

Rate the presentation in each of the five areas by placing an "X" in the appropriate box. Then, answer the two questions at the bottom.

Category	Excellent	Very Good	Good	Fair	Poor
Content					
Organization					
Delivery					
Visuals					
Questions					

From this presentation, I learned:

To improve the presentation, you might:

Instructor Evaluation Form

Team Name: _____ Date: _____ Class: _____

Use this handout to evaluate the Venture Project slide presentation. Check the box that best describes the presentation in each category (row). Points for evaluations are at the top of each column. Add the evaluation points for all categories, and write the number in the **Total Points** blank at the bottom of the handout.

Category	1 Point	2 Points	3 Points	4 Points	Comments
Quality of Writing	<input type="checkbox"/> Learning to use grammar, spelling, and punctuation.	<input type="checkbox"/> Uses appropriate grammar, spelling, and punctuation.	<input type="checkbox"/> Has mastered the basic rules of writing.	<input type="checkbox"/> Writing is flawless and of professional quality.	
Clarity of Information	<input type="checkbox"/> Main message is unclear; information is disorganized.	<input type="checkbox"/> Main message is somewhat clear, and somewhat organized.	<input type="checkbox"/> Main message is clear and organized.	<input type="checkbox"/> Main message is very clear and easy to understand.	
Accuracy of Information	<input type="checkbox"/> Data is missing or inaccurate.	<input type="checkbox"/> Data is accurate, with some lapses.	<input type="checkbox"/> Data is accurate.	<input type="checkbox"/> Data is very accurate.	
Audience	<input type="checkbox"/> Information is not appropriate to audience.	<input type="checkbox"/> Information is somewhat audience-appropriate.	<input type="checkbox"/> Information is appropriate to audience.	<input type="checkbox"/> Information is highly appropriate to audience.	
Layout and Design	<input type="checkbox"/> Text is not easy to read. Colors and/or backgrounds are distracting.	<input type="checkbox"/> Text is somewhat easy to read. Colors and/or backgrounds contribute somewhat to message.	<input type="checkbox"/> Makes effective use of text, layout, colors, and/or backgrounds.	<input type="checkbox"/> Shows high degree of understanding of visual design elements.	
Graphics	<input type="checkbox"/> There are no images, or the images are of low quality or inappropriate.	<input type="checkbox"/> Some images are of low quality, inappropriate or do not contribute to presentation.	<input type="checkbox"/> Images are appropriate and contribute to the presentation.	<input type="checkbox"/> Images are used creatively and convey a common theme throughout the presentation.	
Vocal	<input type="checkbox"/> Too quiet, too fast, and/or mumbles. Difficult to hear and understand.	<input type="checkbox"/> Uses appropriate volume, tempo, and enunciation, with some lapses.	<input type="checkbox"/> Speaks clearly. Easy to understand and follow.	<input type="checkbox"/> Has exceptionally clear vocal intonation, tempo, and volume.	

	1 Point	2 Points	3 Points	4 Points	Comments
Physical	<input type="checkbox"/> Very nervous. Avoids eye contact. Makes distracting gestures or movements	<input type="checkbox"/> Maintains good composure, eye contact in front of a group, with some lapses.	<input type="checkbox"/> Is confident and poised. Few distractions. Connects well with audience.	<input type="checkbox"/> Is a very poised and engaging speaker who clearly enjoys speaking. No distractions.	
Preparation	<input type="checkbox"/> Doesn't know the material. No evidence of practice.	<input type="checkbox"/> Knows the material with some lapses. Evidence of some practice.	<input type="checkbox"/> Knows the material well. Strong evidence of practice.	<input type="checkbox"/> Has fully internalized the material. Strong evidence of practice and polish.	
Total Points _____					

Team Self-Evaluation

Team Name: _____ Date: _____ Class: _____

Source: <http://academic.engr.arizona.edu/HWR/hwr203Fall2002/IndexImages/criteriaEvalPresent.pdf>

Reflect on your team presentation. Comment on how well it met the criteria in each category.

Category	Criteria	Comments
Content	<ul style="list-style-type: none"> • Was solid information presented? • Was it the correct amount of information? • Was the information appropriate to the assignment? • Were topics and examples related to everyday interests of the audience? 	
Organization	<ul style="list-style-type: none"> • Was there a clear beginning, middle, and end? • Was the opening strong, with a clear statement of the topic and overview of the presentation contents? • Were the main claims well supported? • Were forward and backward anchors used? • Was the ending strong and conclusive? 	
Delivery	<ul style="list-style-type: none"> • Did the speaker stand straight and not fidget? • Did the speaker make eye contact with the audience? • Did the speaker appear prepared? • Did the speaker seem enthusiastic about the topic? • Did the speaker seem competent and confident? • Did the speaker speak clearly and loudly? 	
Visuals	<ul style="list-style-type: none"> • Were visuals used effectively? • Could visuals be seen easily from everywhere in the room? • Did visuals use key phrases instead of sentences? • Did the visuals help the audience follow the presentation? • Did the speaker discuss the visuals without simply reading them to the audience? • Did the speaker maintain contact with the audience while discussing visuals? 	
Questions	<ul style="list-style-type: none"> • Did the speaker announce a policy about questions at the beginning? • Did the speaker initiate and terminate the question-and-answer period? • Did the speaker repeat and clarify all inaudible or confusing questions? • Did the speaker listen to the whole question before responding? • Did the speaker respond to the whole group rather than just the questioner? • Did the speaker use the question period effectively to further the purpose of the presentation? • Were questions plentiful and interesting? 	

Lesson 4

Unit Assessments

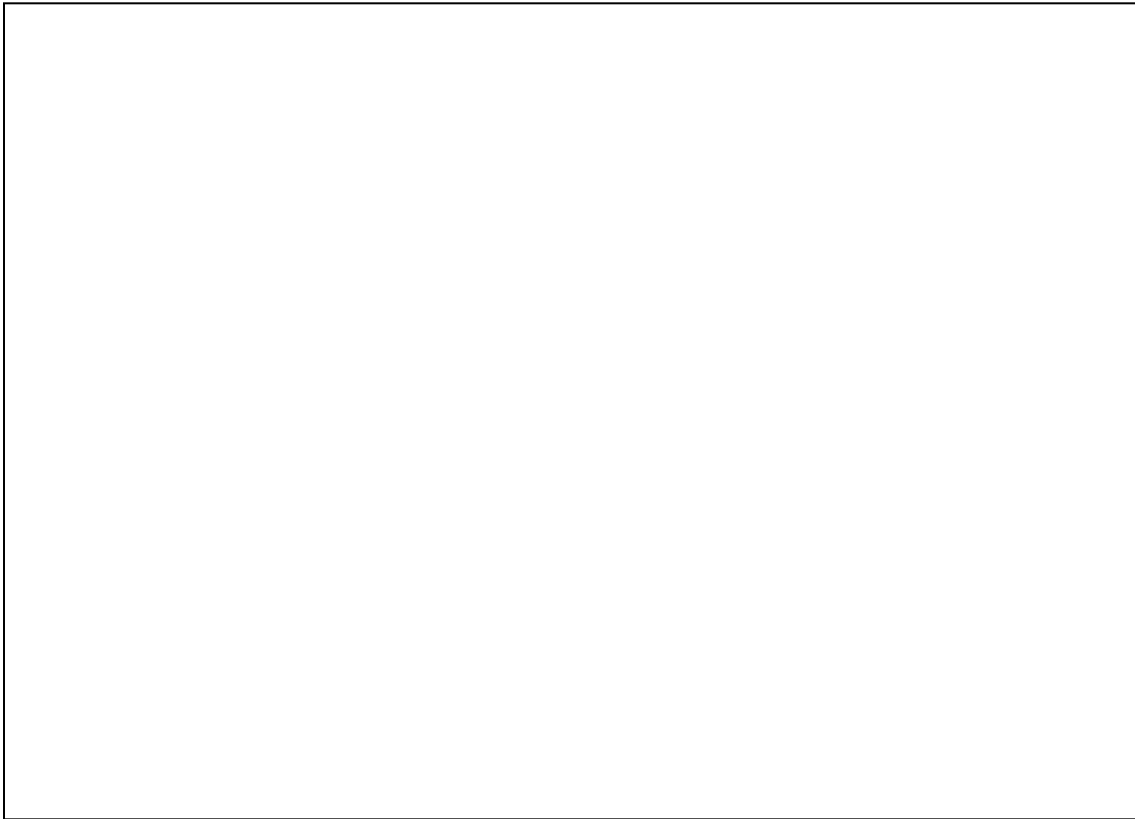
Unit objective	Present the Venture Project: <ul style="list-style-type: none"> • Estimate the value of the Venture Project • Develop basic PowerPoint skills • Create a PowerPoint presentation • Prepare, rehearse, and give an oral presentation with slides • Evaluate a presentation
Academic objectives	<ul style="list-style-type: none"> • Show understanding of the academic content of this unit
IT objectives	<ul style="list-style-type: none"> • None
Business objectives	<ul style="list-style-type: none"> • Show understanding of the business content of this unit
Suggested class sessions	2
Materials	None
Handouts	PowerPoint Presentation Storyboard
Web links	None
Types of activities	Presentation Writing
Homework	None
Enrichment activity	None

Skills Assessment

Imagine you are going to give a slide presentation about your community to a friend who is visiting from a different state.

Using the copies of the "PowerPoint Presentation Storyboard" handout, create a six-slide presentation about your neighborhood, town, or city. Sketch and/or describe any images you want to include. In the Notes area, indicate the information you plan to present verbally as you show each slide.

PowerPoint Presentation Storyboard



Slide # _____
Notes area:

Vocabulary Assessment

Name: _____ Date: _____ Class: _____

Write examples for each of the defined vocabulary words below:

Market value. The value of a product or service on the open market; the salary an employee can expect depending on his/her qualifications

Example:

Supply and demand. When supply is great and demand is low, prices are low; when supply is low and demand is great, prices are high.

Example:

Layout. The arrangement, placement, or design of elements on a page or document.

Example:

Self-evaluation. Introspection.

Example:

Template. A pattern that serves as a guide.

Example:

4. List the five criteria that should be used to evaluate a presentation. For each criterion, write three questions that should be considered when evaluating the effectiveness of the presentation.

Criterion:
Questions: 1. 2. 3.
Criterion:
Questions: 1. 2. 3.
Criterion:
Questions: 1. 2. 3.
Criterion:
Questions: 1. 2. 3.
Criterion:
Questions: 1. 2. 3.

SECTION B

Circle the correct answer.

1. Which of the following should be avoided when planning a presentation?
 - A. Allowing all team members to contribute information
 - B. Writing word-for-word notes for the presentation
 - C. Incorporating bulleted lists in slide presentations
 - D. Making visual presentations simple and focused

2. A _____ is a preset area on a PowerPoint slide where text or graphics can be inserted.
 - A. placeholder
 - B. slide master
 - C. template
 - D. slide transition

3. How many main messages should a presentation include?
 - A. Only one
 - B. No more than three
 - C. No more than six
 - D. As many as necessary

4. Which salary range best reflects that of a Network Administrator?
 - A. \$30,000 to \$50,000
 - B. \$50,000 to \$70,000
 - C. \$70,000 to \$100,000
 - D. \$100,000 to \$150,000

5. Which equation should be used to calculate a person's hourly rate of pay?
 - A. $\text{Hourly Rate} = \text{Salary} \div 50$
 - B. $\text{Salary} \div 40 = \text{Hourly Rate}$
 - C. $2000 \div \text{Salary} = \text{Hourly Rate}$
 - D. $\text{Hourly Rate} = \text{Salary} \div 2000$

Knowledge Assessment

Name: ANSWER KEY Date: _____ Class: _____

SECTION A

Answer questions 1 – 4 in the spaces provided.

1. When a person giving a presentation is asked a question, what five steps should he/she follow when providing the answer?
 - Thank the person who asked the question
 - Rephrase or restate the question for the rest of the audience
 - Answer the question to the entire group
 - Check with the person who asked the question to ensure he/she is satisfied with the answer
 - Thank the person who asked the question again

2. List the guidelines for giving constructive feedback on a presentation.
 - Focus on the positive; give positive feedback first and last
 - Be descriptive, not judgmental
 - Talk about specifics and give an example when possible
 - Suggest alternatives where appropriate
 - Give negative feedback only about things that can be changed
 - Give feedback only when asked to do so, or when your offer of feedback has been accepted

3. List the guidelines for receiving feedback on a presentation.
 - Listen to feedback
 - Assume that feedback is constructive
 - Use and consider only those elements that are constructive, and consider them carefully
 - Pause and think before responding
 - Ask for clarification or examples if statements are unclear or unsupported
 - Accept negative feedback for consideration, rather than dismissing it
 - Ask for suggestions of ways you might modify or change something
 - Respect and thank the person giving the feedback

4. List the five criteria that should be used to evaluate a presentation. For each criterion, write three questions that should be considered when evaluating the effectiveness of the presentation.

Criterion: Content
Questions: (The questions listed below may vary.) 1. Is an adequate amount of information provided? 2. Is the information presented appropriate to the assignment? 3. Are topics and examples related to the everyday interests of the audience?
Criterion: Organization
Questions: (The questions listed below may vary.) 1. Is there a clear beginning, middle, and end to the presentation? 2. Is the opening strong, with a clear statement of the topic and overview of the presentation's content? 3. Are the main claims well supported?
Criterion: Delivery
Questions: (The questions listed below may vary.) 1. Does the speaker make eye contact with the audience? 2. Does the speaker seem enthusiastic about the topic? 3. Does the speaker speak clearly and loudly?
Criterion: Visuals
Questions: (The questions listed below may vary.) 1. Do visuals help the audience follow the presentation? 2. Does the speaker discuss the visuals without simply reading them to the audience? 3. Do visuals use key phrases instead of sentences?
Criterion: Questions
Questions: (The questions listed below may vary.) 1. Did the speaker listen to the whole question before responding? 2. Did the speaker respond to the whole group rather than just the person asking the question? 3. Was the question period used effectively to further the purpose of the presentation?

SECTION B

Circle the correct answer.

1. Which of the following should be avoided when planning a presentation?
 - A. Allowing all team members to contribute information
 - B. Writing word-for-word notes for the presentation
 - C. Incorporating bulleted lists in slide presentations
 - D. Making visual presentations simple and focused

2. A _____ is a preset area on a PowerPoint slide where text or graphics can be inserted.
 - A. placeholder
 - B. slide master
 - C. template
 - D. slide transition

3. How many main messages should a presentation include?
 - A. Only one
 - B. No more than three
 - C. No more than six
 - D. As many as necessary

4. Which salary range best reflects that of a Network Administrator?
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 - B. \$50,000 to \$70,000
 - C. \$70,000 to \$100,000
 - D. \$100,000 to \$150,000

5. Which equation should be used to calculate a person's hourly rate of pay?
 - A. Hourly Rate = Salary ÷ 50
 - B. Salary ÷ 40 = Hourly Rate
 - C. 2000 ÷ Salary = Hourly Rate
 - D. Hourly Rate = Salary ÷ 2000