"From Slides to Sound: Enhancing Canva Presentations with Audio Narratives"

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Author's Note:

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Topic and Context

In our school learning environment, the ability to communicate ideas clearly is just as important as the ideas themselves. Yet, we know that not every student feels confident standing in front of a classroom or speaking to a crowd. For many, especially in communities where humility, quiet strength, and deep reflection are part of cultural identity, public speaking can feel intimidating or unnatural. This curriculum, *"From Slides to Sounds: Enhancing Canva Presentations with Audio Narrative,"* was created with those students in mind.

I have learned that among the Apache people, presenting a story has long been the thread that ties their generations together. Their elders have always reminded them that "words are sacred", they carry the memory of their ancestors, the lessons of the land, and the strength of their community. Stories were not simply told, they were shared, with heart, rhythm, and meaning, passed around fires and in family circles where every voice mattered.

But today, in the classroom, many Apache students face a different challenge. They carry knowledge and creativity, but fear stands between them and the opportunity to speak. Standing before a class to present can feel overwhelming. Some students grow quiet, not because they have nothing to say, but because they fear being judged, misunderstood, or simply don't yet feel strong enough to speak out loud. Shyness, anxiety, and self-doubt create silence where there should be confidence.

We must remember that silence is not a weakness. In Apache culture, silence can mean listening deeply, thinking carefully, and showing respect. Yet when students are asked to present and can't bring themselves to speak, it becomes important to find a new way in a culturally respectful way, to let their voice be heard.

That is where modern tools like **Canva** and audio recording can help us walk forward, guided by tradition but empowered by technology. This curriculum unit, *"From Slides to Sound: Enhancing Canva Presentations with Audio Narratives,"* is not just about learning how to use a digital platform but it's about reimagining how students can share knowledge and express themselves in a way that honors who they are.

"From Slides to Sound: Enhancing Canva Presentations with Audio Narratives," is designed for 8th grade Career Exploration students at San Carlos Middle School where almost 100% of the students are Apache students and most of these students grow up within the San Carlos Reservation, located in the heart of the San Carlos Apache Reservation, Arizona, USA. This community is still wrapped with their beliefs and traditions, and the reservation is still headed by their Tribal Leaders. At San Carlos Middle School, our students come with powerful stories, strong voices, and deep connections to community and culture. "From Slides to Sound: Enhancing Canva Presentations with Audio Narratives" is a culturally responsive curriculum unit designed to tap into that strength by allowing students to explore their future aspirations while honoring who they are and where they come from.

This unit is embedded within the 8th grade Career Exploration curriculum and centers on a creative, student-led project: designing a Canva presentation about a career of interest, then adding an audio narrative to bring that story to life. Students will research potential career paths and reflect on how those careers connect to their personal strengths, community values, and long-term goals.

The final product is not just a presentation, it's a digital storytelling piece that combines voice, visuals, and vision.

The integration of audio narration serves a unique cultural and educational purpose. In Indigenous communities, oral storytelling is a traditional and respected way of sharing knowledge, values, and identity. By encouraging students to write and record their own narratives, this unit invites them to practice storytelling in a modern context while drawing from a deeply rooted cultural foundation. Students are not only exploring careers, they are speaking their truth, reflecting on their paths, and learning to communicate those journeys with pride and purpose.

Using Canva, students develop presentations that incorporate visuals, symbols, colors, and designs that represent both their chosen career and their cultural identity. This creative process helps students connect to their learning on a personal level. They are encouraged to bring in perspectives from family, community members, and elders as they explore careers that are not just economically viable, but personally and culturally meaningful.

This unit also reinforces 21st-century skills such as digital literacy, communication, research, and creative expression. Students gain confidence using digital tools that are commonly found in professional and academic spaces, preparing them for high school, future jobs, and further education. Canva's accessibility and flexibility make it a powerful tool for students of all levels, while the audio component deepens engagement for students who thrive in spoken-word or multimedia learning environments.

Culturally, the unit encourages students to see their identities as assets. Too often, curriculum fails to reflect the lives and histories of Indigenous youth. This unit positions students as knowledge-holders and creators. It values their voices and gives them space to articulate their dreams, not just through typed words, but through the power of spoken language. Whether a student chooses to pursue a career in health care, education, agriculture, the arts, or technology, they can explore how that path may serve their families and communities.

The process also emphasizes collaboration and peer support. Students will have opportunities to share their projects with classmates, receive feedback, and reflect on the connections between different career paths and cultural values. These discussions build empathy, community, and the sense that all students' futures are interwoven.

"From Slides to Sound" is more than a technology or career unit, it is a celebration of student voice, community resilience, and future visioning. By the end of the project, students will not only have developed technical and communication skills, but also a stronger sense of identity and purpose. They will walk away with a finished product they can proudly share with family, school, and the broader San Carlos community, a digital narrative that reflects both who they are today and who they hope to become.

In empowering students to tell their own stories through technology, this curriculum honors tradition, fosters innovation, and supports culturally grounded career exploration for the next generation of leaders.

Rationale

In designing this curriculum unit, ***"From Slides to Sound: Enhancing Canva Presentations with Audio Narratives"***, I was guided by the central question of how to make communication skills more authentic, meaningful, and culturally relevant for my 8th grade Career Exploration students at San Carlos Middle School. The rationale for this unit rests on the conviction that communication, both visual and oral, is not only a career readiness skill but also a life skill. By engaging students in the creation of Canva presentations enhanced with their own audio narration, I aim to empower them with the ability to tell their stories, articulate their ideas, and amplify their voices in ways that resonate with their identities and lived experiences.

The choice of combining digital presentations with audio narratives emerged from my observations of middle school students' interests and needs. Today's youth are highly visual and auditory learners; they consume and create content on platforms like YouTube, TikTok, and Instagram, where images, voice, and sound converge to communicate meaning. Recognizing this reality, I wanted to design a curriculum unit that bridges what students already do outside of school with academic and career-focused skills.

Furthermore, presentations are a cornerstone of many future academic and professional settings. Students will be asked to deliver project reports, college presentations, or workplace proposals. However, traditional slideshow presentations often privilege written text and visuals alone, leaving out the richness of oral storytelling. By integrating audio narration, students can practice fluency, pacing, tone, and persuasive speaking—skills that are central to success in both school and career contexts. This approach also lowers barriers for students who may feel shy or anxious about live speaking but still need to develop their oral communication skills.

For my 8th grade students in Career Exploration of San Carlos Middle School, this unit is particularly meaningful because it provides a creative, multimodal outlet for self-expression while simultaneously preparing them for the future. Many of my students are part of Indigenous and rural communities where oral storytelling traditions remain deeply significant. By teaching them to pair digital slides with recorded voice, I am affirming the cultural value of voice as a vessel for knowledge and tradition.

This unit acknowledges the diverse learning styles present in my classroom. Some students excel in writing, while others thrive in verbal expression or artistic design. Canva's accessibility allows students to combine these strengths, and the audio narration component ensures that students' voices literally and metaphorically become central to their projects. As a school where almost 100% of students are Apache, this practice offers an avenue to practice pronunciation, vocabulary, and confidence in English, while still leaving room for multilingual expression if they wish to include their Apache language.

This unit also intentionally centers students' cultural backgrounds and community histories. I encourage my students to choose topics for their presentations that are meaningful to them, whether it is a family tradition, a community leader, a cultural celebration, or a personal aspiration of their future career. Through audio narration, students are able to share stories they may have

heard from parents, grandparents, or elders, thus weaving intergenerational knowledge into their schoolwork.

For example, a student might create a presentation on a local tribal tradition, narrating it in their own words while integrating photographs, drawings, or digital designs. Another student may highlight a family business or a community mentor who shaped their career aspirations. By situating learning within these contexts, students see themselves not only as learners but also as knowledge-holders whose voices deserve amplification.

This unit builds bridges with families and communities by inviting them into the process. Parents, guardians, and community members can serve as interview subjects or cultural consultants for student projects. In doing so, the curriculum fosters reciprocal learning: students practice communication skills while schools honor community knowledge.

As an educator, my positionality shapes both the strengths I bring to the classroom and the areas where I continue to grow. My funds of knowledge include professional expertise in teaching, curriculum design, and integrating technology into learning. I bring with me a deep appreciation for the power of storytelling, presentation and the role of communication in career readiness. Having navigated academic and professional spaces myself, I understand the importance of being able to present ideas clearly and confidently, and I aim to impart these skills to my students.

However, I also recognize the limitations of my perspective. I may not share the same cultural histories, languages, or lived experiences as many of my students at San Carlos Middle School, especially since most of them are from Indigenous backgrounds. While I can teach technical tools and presentation strategies, I acknowledge that my understanding of their cultural contexts is limited. This is where I see my students, their families, and the broader community as essential resources. By encouraging students to draw upon their heritage, traditions, and community values in their projects, I am positioning myself as a learner alongside them. In turn, their stories and knowledge expand my awareness and help me develop more culturally sustaining practices.

Engaging with local histories and community leaders will be an ongoing priority for me as I finish this unit. For example, I hope to learn more about the oral storytelling traditions of local tribes and how I might adapt narrative-based assignments to honor these traditions. I also want to better understand the linguistic diversity in my classroom so I can support students in incorporating bilingual or multilingual expression into their audio projects.

At its core, this unit embodies culturally sustaining pedagogy by elevating students' voices, validating their identities, and affirming the richness of their Apache cultural traditions. Rather than imposing a singular standard of what a "good presentation" looks like, the unit opens space for diverse forms of expression. A presentation narrated in both English and Apache language is valued. A presentation centered on a community elder's story is celebrated. A presentation about a student's dream career is honored as part of their personal journey.

By blending technology with video presentation, this curriculum situates learning at the intersection of academic skills, cultural relevance, and career readiness. It prepares students to

navigate future pathways while ensuring that their identities and communities are not left at the classroom door but instead become central to their learning.

"From Slides to Sound: Enhancing Canva Presentations with Audio Narratives", is more than a unit on digital tools, it is an invitation for students to discover the power of their voices. It equips them with concrete skills for their academic and professional futures while honoring the cultural knowledge they carry. It fosters collaboration between school, family, and community. And it positions me, as an educator, to learn alongside my students, continually growing in my understanding of their cultural and linguistic worlds.

Instructional Guide

Purpose of the Unit

For many Apache teenagers, being heard begins with being given the right way to speak. And that "right way" doesn't have to mean standing in front of a classroom, trembling with nerves. It can mean speaking from the heart, in their own space, and letting technology carry that voice forward.

The purpose of this unit is to equip 8th grade Career Exploration students at San Carlos Middle School with essential communication and presentation skills by integrating digital slides with audio narration. By the end of the unit, students will be able to design visually effective Canva slide presentations and enhance them with clear, purposeful audio narration. This skill set is directly connected to academic success, career readiness, and personal expression. Importantly, the unit encourages students to center their own voices, cultures, and lived experiences in their projects, making their learning meaningful and authentic.

This unit addresses three key content areas:

1. *Digital Presentation Design* – Students will learn how to create slides in Canva that balance text, images, and design principles such as clarity, consistency, and visual hierarchy.

2. *Oral Communication Skills* – Students will practice narration techniques such as pacing, tone, emphasis, and clarity. This component emphasizes oral presentation/storytelling, which is not only a critical skill for career contexts but also a deeply rooted cultural tradition within many Native Apache communities.

3. *Multimodal Literacy* – The combination of visual and auditory elements reflects the way information is increasingly communicated in professional and social media contexts. Students will understand how multimodal texts convey meaning and how they can leverage both voice and visuals to connect with an audience.

Essential background concepts include the role of storytelling in Native Apache communication, the importance of voice in identity formation, and the practical applications of digital literacy.

Teaching Strategies and Lesson Sequence

The unit is structured across five lessons, with scaffolding that moves from foundational skills to the completion of a final project:

1. *Introduction to Canva and Presentation Design* – Students explore Canva, learn slide design basics, and analyze examples of effective and ineffective presentations.

2. *Presentation and Oral Narration* – The class discusses the role of voice in doing presentation. Students practice short audio recordings, focusing on clarity and tone.

3. *Combining Slides and Sound* – Students learn how to embed audio narration into Canva presentations. They experiment with adding their own voices to slides.

4. *Drafting and Peer Feedback* – Students create a rough draft of their presentation and share it with peers for constructive feedback. This collaborative step builds confidence and affirms the value of student voices.

5. *Final Presentation and Reflection* – Students finalize their projects, share them with the class (or in smaller groups), and reflect on their learning process.

Teaching strategies used throughout the unit include:

- *Modeling* (demonstrating Canva tools and narration techniques).

- *Scaffolding* (breaking the project into smaller tasks).

- *Collaborative learning* (peer review and group discussions).

- *Choice and voice* (students select their topics, often tied to their chosen future career, personal, cultural, or community themes).

Assessment Plan

Assessment is both formative and summative:

- *Formative assessments* include practice recordings, draft slides, peer reviews, and exit tickets. These provide opportunities for feedback and revision before the final project.

- *Summative assessment* is the final narrated Canva presentation, graded on criteria such as slide design, clarity of narration, integration of voice and visuals, and the authenticity of the topic.

Narrated Canva Presentation – Student Guide

Before submitting, make sure your presentation has the following:

- ☐ Clear, neat slides with visuals and text that match your message

- ☐ Narration that is easy to hear and understand

- ☐ Voice and visuals that work together (not just reading text)

- ☐ A personal or cultural connection to the topic

- ☐ Creativity, originality, and strong effort

Summative Assessment Rubric: Narrated Canva Presentation

Criteria	Excellent (4 pts)	Proficient (3 pts)	Developing (2 pts)	Beginning (1 pt)
Slide Design	Slides are visually engaging, well-organized, and balanced; design enhances understanding of the topic.	Slides are neat and organized with minor inconsistencies; design generally supports content.	Slides are somewhat cluttered, inconsistent, or overly simple; design distracts from content at times.	Slides are incomplete, messy, or confusing; design weakens the message.
Clarity of Narration	Narration is clear, confident, well-paced, and easy to understand; tone engages the audience.	Narration is mostly clear with minor pacing or tone issues; understandable throughout.	Narration is sometimes unclear, rushed, or monotone; some difficulty in understanding.	Narration is unclear, difficult to hear, or missing in parts; audience struggles to follow.
Integration of Voice & Visuals	Voice and visuals are seamlessly integrated; narration adds depth and explains slides rather than reading them.	Voice generally complements visuals; some minor repetition or gaps.	Voice and visuals connect inconsistently; narration often repeats text or misses connections.	Voice and visuals are poorly integrated; narration does not support or is unrelated to visuals.
Authenticity & Cultural/Personal Connection	Topic feels authentic, meaningful, and connected to personal or cultural perspective; shows originality.	Topic shows some authenticity and connection; ideas are somewhat original.	Topic has limited personal or cultural connection; originality is weak.	Topic lacks authenticity; no personal/cultural connection is evident.
Creativity & Effort	Presentation is highly creative, thoughtful, and polished; shows	Presentation is creative and complete; shows good effort.	Presentation shows some creativity but	Presentation lacks creativity or effort; minimal thought evident.

Criteria	Excellent (4 pts)	Proficient (3 pts)	Developing (2 pts)	Beginning (1 pt)
	exceptional effort.		may feel rushed or incomplete.	

Goal: Aim for 16–20 points to show strong mastery!

The rubric highlights not only technical proficiency but also creativity and cultural relevance, ensuring that diverse forms of expression are valued.

- *Self-reflection* is also emphasized, allowing students to articulate how their projects connect to their identities and what skills they gained.

Culturally Responsive and Sustaining Practices

This unit integrates *culturally sustaining pedagogy* by affirming students' identities and encouraging them to draw upon their cultural and community knowledge. Three key strategies are embedded:

1. *Centering Student Voice* – Students' audio narrations ensure their literal voices are prioritized. Paris and Alim (2017) emphasize that culturally sustaining pedagogy should "support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence" (p. 95). By narrating their projects, students honor both their community traditions of oral storytelling and mainstream communication skills.

2. *Connecting to Community Knowledge* – Students are encouraged to choose topics tied to their families, local history, or community mentors. Moll, Amanti, Neff, and González (1992) highlight the importance of tapping into students' "funds of knowledge," or the historically accumulated cultural practices embedded in households and communities. By inviting family stories or community input, this unit bridges school learning with lived experiences.

3. *Multilingual and Multimodal Expression* – Students may choose to include bilingual narration or integrate cultural imagery. Gay (2018) argues that culturally responsive teaching requires validating multiple languages and communication styles. Providing flexibility in narration and design ensures that students' diverse linguistic and cultural identities are respected and sustained.

Through these practices, the unit validates students' cultural heritages while equipping them with critical future-ready skills.

From Slides to Sound is more than a unit on digital tools, it is a curriculum rooted in communication, culture, and career readiness. It gives students the technical knowledge to design and narrate digital presentations, while also affirming the cultural value of storytelling and personal voice. Through intentional scaffolding, assessment, and culturally sustaining practices,

the unit empowers San Carlos Middle School students to see themselves as capable communicators whose voices matter in both local and global contexts.

Teaching Plan

We at San Carlos Middle School recently used a 15-Day Challenge to plan ahead the different daily lesson objectives and tasks/resources. With this 15 Day Challenge, it is where we base our weekly lesson plan.

Creating and using the 15-day challenge lesson organizer has been incredibly helpful in designing a student-friendly and culturally relevant learning plan. The organizer breaks down what could feel like an overwhelming set of skills, Microsoft Word, Excel, PowerPoint, and Canva, into small, achievable steps that students can follow day by day. This pacing makes the lessons accessible, especially for students who may feel less confident with technology, because they see progress in real time and can celebrate small wins along the way.

Another strength of the organizer is that it encourages student ownership. By presenting clear daily tasks and deliverables, learners know exactly what is expected of them. The checklist format in particular supports accountability while also giving students the satisfaction of tracking their own growth. This approach is motivating and provides structure that appeals to both independent learners and those who thrive on guided steps.

From a cultural perspective, the challenge can be adapted to reflect students' personal backgrounds, interests, and career aspirations. For example, when exploring Canva or designing narrated presentations, students can highlight careers that matter in their communities, share family influences, or connect their aspirations to cultural values. In this way, technology is not just taught as a workplace skill but as a tool for storytelling, identity, and self-expression.

Overall, the 15-day challenge organizer has proven to be more than just a pacing guide, it is a framework that balances skill-building, cultural connection, and student empowerment. It has allowed me to design lessons that are practical for career readiness while still affirming students' voices and lived experiences.

San Carlos Unified School District

Safety Net Standards Mapping Guide

Grade Level: 8
Subject: Career Exploration (Q2)
Teacher: Elaine T. Amparo

BOULDER STANDARD: *S5.3 Explore industry-recognized technology tools (i.e. Microsoft Office, Canva etc.)*

<mark>LEARNING TARGET 1:</mark> Identify and navigate the basic features of industry-recognized technology tools (e.g., Microsoft Word, Excel, PowerPoint, and Canva) to create and edit professional documents and presentations.

<mark>LEARNING TARGET 2:</mark> Use appropriate technology tools such as Canva to create a presentation using narration that might be needed for industry standards.

ROCKS: *S5.1 Explore the role of technology in the workplace*

<mark>LEARNING TARGET 1:</mark> Describe how various types of technology are used in different industries to support day-to-day operations and decision-making.
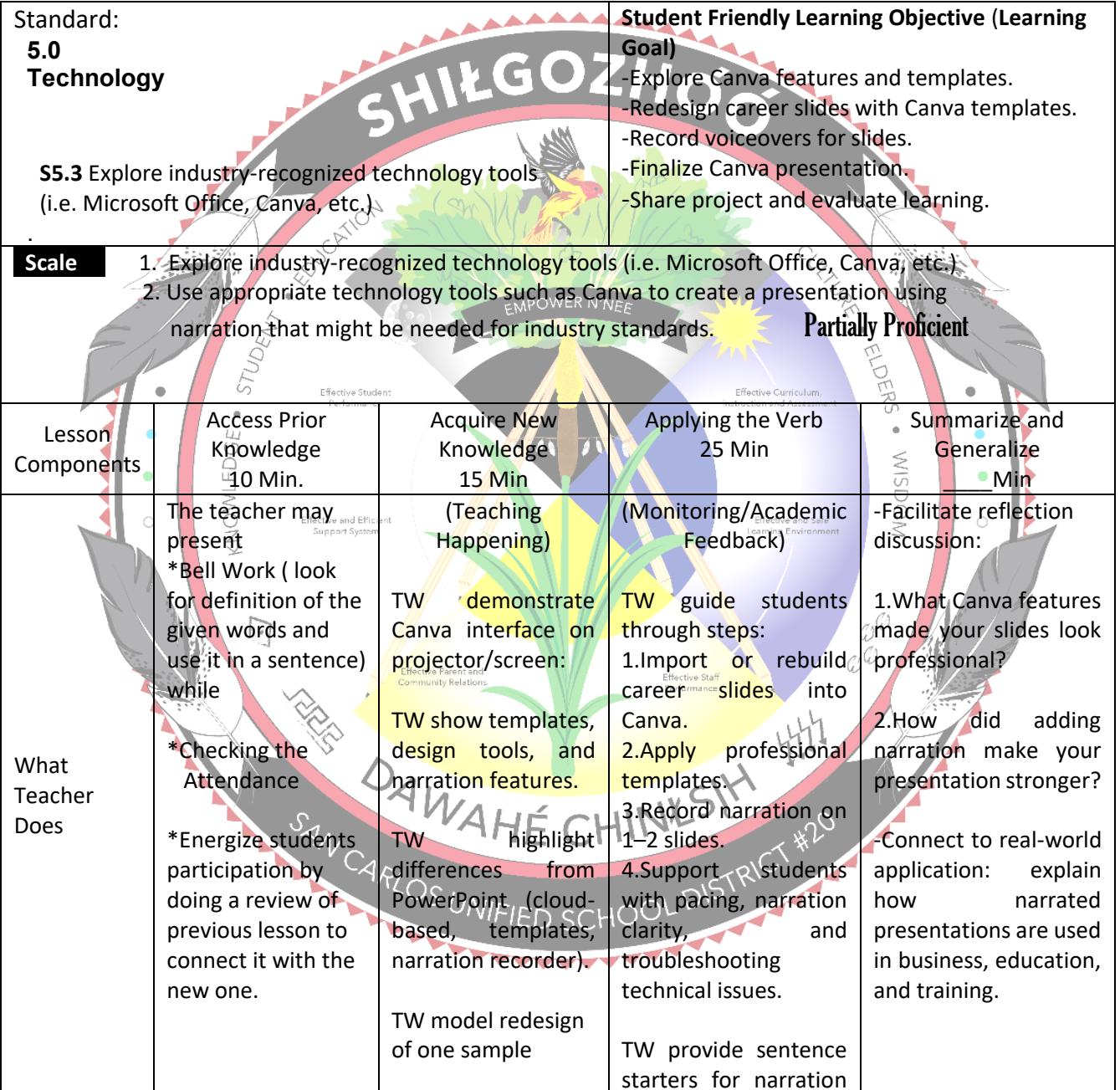
<mark>LEARNING TARGET 2:</mark> Analyze the impact of technology on workplace communication, efficiency, and remote collaboration.

<mark>DAY 1:</mark>	<mark>DAY 2:</mark>	<mark>DAY 3:</mark>	<mark>DAY 4:</mark>	<mark>DAY 5:</mark>
Learning Target: S5.3 LT1	**Learning Target:** S5.3 LT1	**Learning Target:** S5.3 LT1	**Learning Target:** S5.3 LT1	**Learning Target:** S5.3 LT1
Objective: Identify and use basic formatting tools in Microsoft Word to create a professional document.	**Objective:** Navigate and apply basic functions in Microsoft Excel for data organization.	**Objective:** Design a clear and visually appealing presentation using Microsoft PowerPoint.	**Objective** use Canva to create a visually professional design for print or digital use.	**Objective:** I can insert and format tables, headers, and images in Word to enhance a professional report.
Task/Resources: Create a one-page resume or professional letter	**Task/Resources:** Create a simple budget or inventory	**Task/Resources:** Create a 3-slide presentation introducing yourself or a	**Task/Resources:** Create a flyer, social media graphic, or invitation using a	**Task/Resources:** Create a simple report with a title page, section

using headers, font styles, bullet points, and spacing.	spreadsheet using columns, rows, cell formatting, and basic formulas (SUM, AVERAGE).	hobby. Include titles, images, and transitions.	Canva template. Customize fonts, colors, and images.	headers, a table, and at least one image.
DAY 6: **Learning Target:** S5.3 LT1 **Objective:** Apply sorting, filtering, and chart tools in Excel to analyze basic data. **Task/Resources:** Create a chart (bar or pie) to visually represent data from a spreadsheet (e.g., favorite snacks survey).	**DAY 7:** **Learning Target:** S5.3 LT1 **Objective:** enhance a presentation in PowerPoint with animations, media, and consistent design. **Task/Resources:** Edit your Day 3 presentation to include animations, embedded video or audio, and use a consistent theme throughout.	**DAY 8:** **Learning Target:** S5.3 LT2 **Objective:** Design a professional resume using industry-standard formatting in Microsoft Word or Canva. **Task/Resources:** Create a 1-page resume using a template or from scratch. Include clear headings, bullet points, and consistent font styling.	**DAY 9:** **Learning Target:** S5.3 LT2 **Objective:** Create a visually engaging flyer for an event or product using Canva. **Task/Resources**: Design a flyer that includes a headline, 2–3 sections of text, an image or icon, and a call to action.	**DAY 10:** **Learning Target:** S5.3 LT2 **Objective:** Structure a report using headings, images, and tables in Microsoft Word. **Task/Resources:** Write a short 1-page report on a familiar topic (e.g., a career path or favorite hobby) and format it with a title, headers, a table, and one image.
DAY 11: **Learning Target:** S5.3 LT2 **Objective:** Navigate Canva (Basics). **Task/Resources:** Explore Canva features and templates. Create a Canva account +	**DAY 12:** **Learning Target:** S5.3 LT2 **Objective:** Use Canva for professional slide design. **Task/Resources:** Re-create and improve slide deck with Canva templates.	**DAY 13:** **Learning Target:** S5.3 LT2 **Objective:** Use narration tools in Canva. **Task/Resources:** Record and edit narration on slides. Record voiceover on 1–2 slides.	**DAY 14:** **Learning Target:** S5.3 LT2 **Objective:** Integrate narration and visuals in Canva. **Task/Resources:** Finalize narrated career presentation. Complete 5-slide	**DAY 15:** **Learning Target:** S5.3 LT2 **Objective:** Present and reflect. **Task/Resources:** Showcase work and reflect on skills gained. Present Canva slides + write reflection journal ("Which tool best

			narrated Canva project.	prepared me for careers and why?").
design 1 sample slide.	Redesign PowerPoint career slides in Canva.			

SHILGOZHOO LESSON PLAN

Teacher: ELAINE T. AMPARO   **Class: Career Exploration 8**   **Date(s): (1 week lesson)**

Standard: **5.0 Technology** **S5.3** Explore industry-recognized technology tools (i.e. Microsoft Office, Canva, etc.).	**Student Friendly Learning Objective (Learning Goal)** -Explore Canva features and templates. -Redesign career slides with Canva templates. -Record voiceovers for slides. -Finalize Canva presentation. -Share project and evaluate learning.
Scale	1. Explore industry-recognized technology tools (i.e. Microsoft Office, Canva, etc.) 2. Use appropriate technology tools such as Canva to create a presentation using narration that might be needed for industry standards. *Partially Proficient*

Lesson Components	Access Prior Knowledge 10 Min.	Acquire New Knowledge 15 Min	Applying the Verb 25 Min	Summarize and Generalize _____Min
What Teacher Does	The teacher may present *Bell Work (look for definition of the given words and use it in a sentence) while *Checking the Attendance *Energize students participation by doing a review of previous lesson to connect it with the new one.	(Teaching Happening) TW demonstrate Canva interface on projector/screen: TW show templates, design tools, and narration features. TW highlight differences from PowerPoint (cloud-based, templates, narration recorder). TW model redesign of one sample	(Monitoring/Academic Feedback) TW guide students through steps: 1.Import or rebuild career slides into Canva. 2.Apply professional templates. 3.Record narration on 1–2 slides. 4.Support students with pacing, narration clarity, and troubleshooting technical issues. TW provide sentence starters for narration	-Facilitate reflection discussion: 1.What Canva features made your slides look professional? 2.How did adding narration make your presentation stronger? -Connect to real-world application: explain how narrated presentations are used in business, education, and training.

		PowerPoint slide into Canva.	(e.g., "This career interests me because…").	-Revisit the lesson objectives and check for mastery.
What Students Do	Students are to do the bell work by searching the definition of the words of the day and write a sample sentence using the given words. Students will recall previous lesson as a review. Students are to answer questions with relations to the terminologies used in every topic/sub-topic.	(Students Working On) (Teaching Happening) SW log in/create free Canva accounts. SW explore Canva templates and choose one for their project. SW take notes in a Canva Features Guide (provided handout or digital notes).	(Student(s) verb Engagement) SW redesign at least 3 slides in Canva with chosen template. SW record practice narration for at least 1 slide. SW collaborate in pairs to review each other's slides (peer feedback on design + clarity).	-Share one Canva feature they found most useful. -Explain how narration improved their slides. -Complete exit ticket: "One way I can use Canva for school or work in the future is…"

List this Lesson's Engagement Strategy(s):
    Explicit Teaching: I do, You do, and We do.
 	
Accommodations and Modifications:
    Students will be allowed to work with a reading partner or teacher support
    Directions clarified and repeated.
			Specific Vocabulary for this Lesson:
			1. Narration
			2. Feature
			3. Templates
			4. Digital Notes
			5. Slides
			6. Highlight
			7. Pacing
			8. Exit Ticket	

This plan scaffolds learning for partially proficient students by:

1. Connecting to prior knowledge (PowerPoint → Canva)
2. Modeling step-by-step redesign and narration
3. Providing peer feedback opportunities
4. Wrapping up with real-world connections

When I plan and write my lesson plans, I use the SAMR Model as a guide to make technology purposeful and student-centered. I start by thinking about simple ways technology can substitute or augment traditional tasks, such as replacing handwritten assignments with digital documents or enhancing presentations with design tools. As I move deeper into the planning process, I focus on

modification and redefinition, where students are not just using tools but transforming their learning, like creating narrated Canva presentations that showcase their career research to authentic audiences. For me, the SAMR Model is not just a checklist, but a mindset that helps me design lessons that are accessible, engaging, and relevant to students' lives and cultural experiences.

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