Adult Basic Education
Technology

Computer Technology 3101

Curriculum Guide

Prerequisite: None

Credit Value: 1

<u>**Technology Courses [Adult Oriented Electives]**</u>

Computer Technology 3101
Computer Technology 3102

Newfoundland
Labrador

Table of Contents

To the Instructor

I. <u>Introduction to Computer Technology 3101</u>

Computer Technology 3101 is the first of two courses designed to give the adult learner with limited or no experience using a personal computer the skills necessary to use computers in their everyday life. In this course, students will become familiar with and comfortable working within the Windows environment. They will learn how to use the keyboard using the touch method and they will learn how to use e-mail effectively. Students will learn the basics of word processing and produce several documents using word processing software. Finally, they will learn how to use the Internet efficiently, while remaining cognizant of possible threats while online. A student-centered approach to instruction with reliance upon instructor guidance and facilitation is recommended for this course.

In Unit 1, *Introduction to Windows,* students will become familiar with the Windows desktop and the mouse. They will work with multiple applications and close windows. Students will learn how to use Windows Explorer and work with files and folders. They will create a copy using "Save As", learn how to create shortcuts, and access and organize folders on the desktop. Students will use different search options for finding files and folders in Windows Explorer.

In Unit 3, *Keyboarding and E-mail*, students will learn to key the alphabetic keys by touch and with good technique. They will become familiar with the parts of an e-mail program such as Microsoft Outlook, create an E-mail message, and attach a file and send an e-mail message. They will reply to and forward an e-mail message, manage their e-mail, work with the address book, and adjust e-mail settings.

In Unit 3, *Introduction to Word*, students will explore the features of a word processing program such as Microsoft Word, open and save a document, format and edit a document, use the thesaurus and check spelling and grammar, and preview and print a document. They will format text, use the format painter, change page orientation and text alignment, create bulleted and numbered lists, and insert a picture in a document.

In Unit 4, *Using the Internet*, students will learn about the World Wide Web, how computers connect to the Internet, and online safety. They will use a Web browser to navigate the Internet, and practice using their Favorites and History lists. Students will learn effective ways to search the Internet for specific information, as well as evaluate the quality of information on a Web site.

Students are required to complete six **Assignments** and maintain both a hard and electronic **Portfolio** in this course. However, there are many topics included in the text and teacher's guide that students may be interested in exploring further. Students may be given additional assignments or the opportunity to investigate topics as group work. Coordination with the English, Math, and Science programs is possible in assigning and evaluating additional work.

II.   Curriculum Guide

Each new ABE Computer Technology course has a Curriculum Guide for the instructor and a Study Guide for the student. The Curriculum Guide includes the specific curriculum outcomes for the course. Suggestions for teaching, learning, and assessment are provided to support student achievement of the outcomes. Each course is divided into units. Each unit comprises a **two-page layout of four columns** as illustrated in the figure below. In some cases the four-column spread continues to the next two-page layout.

Curriculum Guide Organization:
The Two-Page, Four-Column Spread

Unit Number - Unit Title

Outcomes	Notes for Teaching and Learning
Specific curriculum outcomes for the unit.	Suggested activities, elaboration of outcomes, and background information.

Unit Number - Unit Title

Suggestions for Assessment	Resources
Suggestions for assessing students' achievement of outcomes.	Authorized and recommended resources that address outcomes.

III.   Study Guides

The Study Guide provides the student with the name of the text(s) required for the course and specifies the sections and pages that the student will need to refer to in order to complete the required work for the course. It guides the student through the course by assigning relevant reading and providing questions and/or assigning questions from the text or some other resource. Sometimes it also provides important points for students to note. (See the *To the Student* section of the Study Guide for a more detailed explanation of the use of the Study Guides.) The Study Guides are designed to give students some degree of independence in their work. Instructors should note, however, that there is much material in the Curriculum Guides in the *Notes for Teaching and Learning* and *Suggestions for Assessment* columns that is not included in the Study Guide and instructors will need to review this information and decide how to include it.

IV. <u>Resources</u>

Essential Resources

>   Haag, S.E. (2009). ***Computer Concepts in Action***. New York: McGraw Hill.
>   ISBN 0-07-880577-5
>
>   Haag, S.E. (2009). ***Computer Concepts in Action Teacher Resource Manual***.
>   New York: McGraw Hill. ISBN 0-07-880725-5
>
>   Van Huss, S.H., Forde, C.M., Woo, D.L., and Hill, J. (2009). ***College***
>   ***Keyboarding: Keyboarding Course, Lessons 1-25, Seventeenth***
>   ***Canadian Edition***. Scarborough: Nelson Education Ltd. ISBN 978-0-17-
>   644060-2
>
>   Van Huss, S.H., Forde, C.M., Woo, D.L., and Robertson, J. (2008*). **Keyboarding***
>   ***Pro Deluxe.*** [CD-ROM]. Scarborough: Nelson Education Ltd.
>   ISBN 0-17-647455-2

Recommended Resources

>   n.a. (2005). ***Computer Concepts in Action ExamView Pro Test Generator*** [CD-
>   ROM]. McGraw-Hill. ISBN 0-07-872875-4
>
>   n.a. (2005). ***Glencoe TechSim Interactive Tutorials*** [CD-ROM]. McGraw-Hill.
>   ISBN 0-07-872877-0
>
>   Pray, J. P. (2003). ***MC1050: Introduction to Computers***. New York: Element
>   K.

V. <u>Recommended Evaluation</u>

Written Notes   10%
Portfolio   30%
Assignments   30%
Test(s)   10%
Final Exam   <u>20%</u>
                    100%

Computer Technology 3101

Unit 1 – Introduction to Windows

Outcomes	Notes for Teaching and Learning
1.1 Turn on and log on to a computer. 　　1.1.1 Log on to a computer using a user name and password.	Prior to beginning the course, instructors should ensure students are assigned a username and password so that they can log on to school computers. Some students may have very little experience with computers so it is important to provide specific direction with regards to turning on and accessing Windows. The student edition of *Computer Concepts in Action (2009)* has been written to work with Microsoft Office 2007 and Windows Vista. All of the screen captures in the text were created with Microsoft Office 2007. If an older version of Windows or Office is being used, it is recommended that the previous text edition, *Computer Concepts in Action (2006)* be used instead.
1.2 Demonstrate proficient use of the mouse. 　　1.2.1 Locate the left button, scroll wheel, and right button on a mouse. 　　1.2.2 Recognize and describe the function of common mouse pointers, including the arrow pointer, hand, I-beam, two-headed arrow, and four-headed arrow. 　　1.2.3 Demonstrate an understanding of common mouse commands, including click, double-click, right-click, and drag.	This section is covered in the text after an introduction to the desktop. However, in order for the student to explore the desktop, he or she must be familiar with the use of the mouse. Thus, in the study guide students will learn about the mouse first before exploring the desktop. Some students may want to use the mouse with their left hand. Settings may be reversed for a left-handed user. Appendix C-5 of the student textbook provides details on how to accomplish this. Instructors may need to help students who have trouble moving the mouse arrow around the screen. Using a laser pointer or a pencil, instructors could point to a spot on an individual screen, then have the student move the mouse arrow to meet it. Instructors should remind students to click on the left mouse button to launch a program. A right-click will cause a menu with other options to appear.

Unit 1 – Introduction to Windows

Suggestions for Assessment

A major component of the evaluation for Computer Technology 3101 is a portfolio. Students will maintain both a physical and electronic portfolio where they will keep samples of their work. Instructors should periodically assess the student's portfolio to ensure the student is successfully completing all required work and to remediate any problems the student may be having.

This course will greatly benefit students with little or no computer experience. Due to this lack of experience, however, students may initially demonstrate some trepidation when using a computer for the first time. Instructors should provide ample support to students and formatively assess their progress on a regular basis. This will prevent initial problems from escalating and increase student's confidence levels.

Instructors could have students click the Start button to access the Start menu, and then have them write down all of the commands of tools available from the menu. They could include a short description of the function of each command or tool. Instructors should discuss any Start menu options that students do not understand.

Students could complete questions 13 – 25 in the Unit 1 "*e-Quizzes–Pre-Quizzes*" quiz found under the Unit 1 Resources tab on the Glencoe Online Learning Center website. This would help the student identify areas where he or she has some previous knowledge and areas that are not as familiar.

Instructors could assign "*Tech Talk Activity 1.1: History of Computers*" as an optional assignment. This activity is found under the Unit 1 Resources tab on the Glencoe Online Learning Center website.

Students could complete "*Enrichment Activity 1.1: Technology in Your Life*" and place a copy of the completed "*Protecting Your Computer*" checklist in their portfolio. This activity is found under the Unit 1 Resources tab on the Glencoe Learning Center website.

Resources

Computer Concepts in Action, Unit 1 Project 2, pages 19 – 36.

Computer Concepts in Action Teacher Resource Manual, Unit 1 Project 2, pages 112 – 117.

Glencoe Online Learning Center, http://glencoe.com

Glencoe Online Learning Center, http://glencoe.com

Glencoe Online Learning Center, http://glencoe.com

Unit 1 – Introduction to Windows

Outcomes	Notes for Teaching and Learning
1.2.4 Practice using the mouse to open and close programs, drag items, and resize windows.	
1.3 Describe elements of the Windows desktop.	On the desktop, instructors could have students identify the items that they will work with when they use Windows. Windows desktop screens will vary depending on the operating system installed and the network setup. Instructors should remind students that their screens might not look exactly the same as the screen captures that appear in the student textbook.
1.3.1 Describe the layout and function of the desktop.	
1.3.2 Define icon and give examples.	
1.3.3 Identify the following items on the desktop: Start button, recycle bin, My Computer, Time/Date, taskbar, and other icons.	Instructors should remind students not to keep clicking the mouse button or press the Enter key multiple times, as it will not affect how quickly the computer responds, and might actually cause problems.
1.3.4 Locate the following items in the Start menu: All Programs, Log Off, Shut Down, and the version of Windows.	
1.4 Demonstrate an understanding of how the Windows environment functions.	Instructors could start a class discussion about the different versions of Microsoft Windows (95, 98, 2000/ME, XP, Vista). Instructors should explain that Microsoft releases new versions and upgrades of their operating system to keep up with user needs and demands, new security and virus threats, and technological innovations. Further information about these versions can be found at the Microsoft Web site.
1.4.1 Differentiate between a program and an application.	
1.4.2 Define window.	
1.4.3 Locate and describe the taskbar.	

Unit 1 – Introduction to Windows

Suggestions for Assessment

Students could also complete "*Enrichment Activity 1.2: Technology in Your Life*" and place a copy of the completed "*Protecting Your Computer Part 2*" checklist in their portfolio. This activity is found under the Unit 1 Resources tab on the Glencoe Learning Center website.

Resources

Glencoe Online Learning Center, http://glencoe.com

Unit 1 – Introduction to Windows

Outcomes

Notes for Teaching and Learning

1.4.4   Make a window smaller and larger using the Minimize, Restore Down, and Maximize buttons.

1.4.5   Move between two open applications.

1.4.6   Demonstrate how to close Windows using either Log off, Shut down, Restart, or Standby.

When students use the Restore Down button, their screens may end up looking smaller than the one shown in the figure. Instructors should assure them that this is normal, as Restore Down sizes differ from computer to computer. Instructors should also explain that the Restore Down and Maximize buttons replace each other, depending on the current state of the window.

The figures in the textbook may not look like the Shut Down box on students' computers. Some versions of Windows say "Turn off computer" rather than "Shut down". Also, some computers may have a Hibernate option rather than Stand By.

Instructors should explain to the class the difference between Log On/Log Off and Turn On/Shut Down. Log On/Log Off is used to access or close out of a particular network or settings configuration while leaving the computer on, whereas Turn On/Shut Down is used to actually turn the computer itself on and off.

1.5   Categorize types of computers based on their size, power, and purpose.

1.5.1   Differentiate between a personal computer, minicomputer, and mainframe computer.

1.6   Describe types of microcomputers.

1.6.1   Compare and contrast PCs and Macs.

1.7   Explain how a computer processes information.

1.7.1   Describe the role of the central processing unit.

Unit 1 – Introduction to Windows

Suggestions for Assessment	Resources
Unit 1 Project 2 Assessment Answers are found in the *Computer Concepts in Action Teacher Resource Manual*.	*Computer Concepts in Action Teacher Resource Manual*, page 115.
Students could complete questions 3, 5, 12, and 14 – 24 in the Unit 1 "*e-Review quiz*" found under the Unit 1 Resources tab on the Glencoe Online Learning center to test their comprehension of the outcomes covered to this point.	*Glencoe Online Learning Center,* http://glencoe.com
	Computer Concepts in Action, Unit 2 Tech Talk, pages 40 – 50.
	Computer Concepts in Action Teacher Resource Manual, Unit 2 Tech Talk, pages 127 – 132.
Students could complete questions 2 – 21 in the Unit 2 "*e-Quizzes–Pre-Quizzes*" quiz found under the Unit 2 Resources tab on the Glencoe Online Learning Center website. This would help the student identify areas where he or she has some previous knowledge and areas that are not as familiar.	*Glencoe Online Learning Center,* http://glencoe.com

Unit 1 – Introduction to Windows

Outcomes	Notes for Teaching and Learning
1.7.2 Explain how the speed of the microprocessor is measured.	
1.7.3 Differentiate between a bit and a byte.	
1.8 Discuss the function of computer hardware components.	Instructors could have students identify and connect various hardware components to demonstrate their understanding of computer components.
1.8.1 Describe the types and purposes of external computer components, including standard input and output devices.	
1.8.2 Describe the types and purposes of internal computer components.	
1.8.3 Describe the types and purposes of storage media (e.g. DVDs and network drives).	
1.8.4 Identify ports used to connect input and output devices to a computer (e.g. USB ports and Ethernet ports).	
1.8.5 Explain how hardware devices are installed on a computer system.	
1.9 Describe how computers store data.	
1.9.1 Differentiate between RAM and ROM.	

Unit 1 – Introduction to Windows

Suggestions for Assessment	Resources
Instructors could assign "*Tech Talk Activity 2.1, Bits and Bytes*", as an optional assignment. This activity is found under the Unit 2 Resources tab on the Glencoe Online Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Students can complete Worksheet 2A: "*Identify Hardware Basics*" as review and reinforcement of computer hardware. Students can place the completed worksheet in their portfolio.	*Computer Concepts in Action Teacher Resource Manual*, page 357. Also found on the *Glencoe Online Learning Center,* http://glencoe.com
Instructors could assign "*Tech Talk Activity 2.5, Input and Output Devices*", as an optional assignment. This activity is found under the Unit 2 Resources tab on the Glencoe Online Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Students can complete Worksheet 1B: "*Is it Input or Output?*" as review and reinforcement of input and output devices. Students can place the completed worksheet in their portfolio.	*Computer Concepts in Action Teacher Resource Manual*, page 355. Also found on the *Glencoe Online Learning Center,* http://glencoe.com
Instructors could assign "*Tech Talk Activity 2.2, Storage*", as an optional assignment. This activity is found under the Unit 2 Resources tab on the Glencoe Online Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com

Unit 1 – Introduction to Windows

Outcomes	Notes for Teaching and Learning
1.9.2 Describe the function of storage devices, and give examples.	
1.10 Explain how software and hardware work together to perform computing tasks.	Students should be aware of the software on their computers and how these programs are installed. Instructors could have students open the Start menu and note the programs listed. Students could identify installed applications and their functions by looking at the icons and software names.
1.10.1 Define software.	
1.10.2 Distinguish between operating system software, application software, and utility software.	Instructors should explain to students that applications like Microsoft Office, computer games, and other types of software can be bought at a store and installed by inserting the manufacturer's CD into the computer. Software such as upgrades, freeware like RealPlayer and QuickTime, and many other applications and games can be downloaded directly to a computer from the Internet.
	If possible, instructors could bring in an installation CD for a software application. Instructors could insert the CD into a computer to demonstrate how Windows automatically starts installing the new application. Instructors should explain the legal agreement and go over each step in the installation wizard. After installation is complete, restart the computer, if necessary, and demonstrate how to find and start the application from the Start menu.
1.11 Describe the purpose of an operating system.	
1.11.1 Identify different operating systems including DOS, Windows and Macintosh.	
1.11.2 Describe the capabilities and limitations imposed by the operating system.	

Unit 1 – Introduction to Windows

Suggestions for Assessment	Resources
Instructors could assign "*Tech Talk Activity 2.3, Software*", as an optional assignment. This activity is found under the Unit 2 Resources tab on the Glencoe Online Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Answers to Tech Talk Captions and Activities are found in the *Teacher Resource Manual*.	*Computer Concepts in Action Teacher Resource Manual*, page 128 – 131.

Outcomes

1.12 Manage files using the Windows Explorer/File Manager.

    1.12.1 Describe the function of a file manager program.

    1.12.2 Differentiate between a drive, folder, and file.

    1.12.3 Practice organizing files using Windows Explorer.

    1.12.4 Change the way folders and files are displayed.

    1.12.5 Display the file or folder's size, type and date modified.

Notes for Teaching and Learning

Instructors could start the topic of file management by discussing why and how organization is used in day-to-day life. Instructors could explain that goods and information are organized so that they are easy to manage, understand, and find. For example, city planners organize streets, grocery stores organize food, books and newspapers organize information, and businesses organize files.

Instructors should show students where on the network they can access and save the files they will work on throughout the course. A shortcut could be placed on the desktop so that students can easily access the folder.

Instructors could discuss the importance of backing up files onto a separate drive to prevent information loss. Instructors could discuss instances where students, or their friends or family members, had put in a lot of time on the computer to complete a school paper, project, or work presentation only to have it lost or destroyed at the last minute. Students could be asked what steps could have been taken to prevent or retrieve the lost effort. Students should also be aware that some companies require employees to back up computers every day or week. Another way to back up files is to e-mail the information to another workstation or print it for permanent filing.

Instructors should reinforce that it is the student's responsibility to take the proper precautions to back up and preserve his or her work.

Instructors should show students alternate ways to open Windows Explorer. It can be opened by right-clicking the Start button, then selecting Explore. Alternatively, it can be opened by clicking My Computer on the desktop, then clicking the Folders button on the toolbar.

Suggestions for Assessment

Resources

Computer Concepts in Action, Unit 2 Project 1, pages 51 – 68.

Computer Concepts in Action Teacher Resource Manual, Unit 2 Project 1, pages 133 – 139.

Unit 1 – Introduction to Windows

Outcomes	Notes for Teaching and Learning
1.12.6 Create a new folder using Windows Explorer. 1.12.7 Copy a folder and paste it into another folder.	To make it easier to find documents, students should use descriptive file names. The complete path to the file, including the drive letter, server name, folder path, and file name and extension can contain up to 255 characters. Instructors should explain that file names cannot include any of the following characters: forward slash (/), backslash (\\), greater-than sign (>), less-than sign (<), asterisk (*), question mark (?), quotation mark ("), pipe symbol (|), colon (:), or semicolon (;). Students should identify the school network's storage areas as they appear on the Windows Explorer organization chart. These should include the desktop, local disk drive (traditionally the C: drive), 3½" floppy disk drive (A:), and CD drive (D:). The school's network may also include a DVD drive, external drive, or an additional hard drive where the school's server is located.
1.12.8 Move a file by copying and pasting it.	Instructors should remind students that if they delete a file/folder from a network location, it might not be moved to the Recycle Bin, and therefore may be permanently deleted. Additionally, files that are saved on a network that is password protected may be difficult to share if students work on a team project with someone who does not have access.
1.12.9 Rename a file using a proper file extension. 1.12.10 Delete a file.	Instructors should explain to students that the file name extension (a period followed by three or four letters or numbers) is used to associate a file with the program or application needed to open it. For example, ".DOC" associates a file with Word, ".XLS" indicates an Excel spreadsheet. If students try to open an Excel document from Word, it will either not open or the formatting will be lost. Instructors should provide a list of the types of media and the file formats in which they are stored. (These include .BMP, .GIF, and .JPG for graphics; .WAV and .MP3 for audio; and .MOV and QuickTime for video and animation.)

Unit 1 – Introduction to Windows

Suggestions for Assessment	Resources

Unit 1 – Introduction to Windows

Outcomes	Notes for Teaching and Learning
1.12.11   Explain how and when to use the Save As command.

1.12.12   Create a copy of a file using the Save As function. | Instructors should let students create their own folders in a designated location. This will be the location they will save their work to during the course. Students should use their first and last names in the folder name. |
| 1.13 Manipulate desktop folders and icons.

1.13.1 Define shortcut. | Many computer labs are designed to be "frozen", so that any changes students make to the desktop will not be saved. If the lab is not "frozen", students should undo their changes before the end of class so the desktop is returned to normal for next class. |
| 1.13.2 Create, rename, and move files on the desktop. | Instructors should emphasize tips that students can use when manipulating and managing files. For instance, they should regularly back up important files in case of computer system failure, or delete unnecessary files to save disk space and avoid confusion and clutter. |
| 1.14 Locate missing files, folders and applications.

1.14.1 Use Windows Search methods to locate missing files, folders and applications. | Windows will look for variations in spelling, capital use (caps), and abbreviations in a search name or word. Instructors should demonstrate for students how different spellings of files might change the search results. |

Unit 1 – Introduction to Windows

Suggestions for Assessment

Unit 2 Project 1 Assessment Answers are found in the *Computer Concepts in Action Teacher Resource Manual*.

Students could complete questions 1 – 19 in the Unit 2 "*e-Review quiz*" found under the Unit 2 Resources tab on the Glencoe Online Learning center to test their comprehension of the outcomes covered to this point.

Instructors could use the ExamView Test Generator software along with the test bank of questions for this unit to create tests for students. Instructors can customize the test to suit the needs of the class or add additional questions. Instructors should review the test questions and choose the questions and formats that suit the level of the students.

Resources

Computer Concepts in Action Teacher Resource Manual, pages 136 – 137.

Glencoe Online Learning Center, http://glencoe.com

CD-ROM: *Glencoe Computer Concepts in Action, ExamView Pro Test Generator.*

Unit 2 – Keyboarding and E-mail

Outcomes	**Notes for Teaching and Learning**
2.1 Key the alphabetic keys on a standard QWERTY keyboard by touch.	Students will need to create a profile the first time they use Keyboarding Pro. Instructors may need to guide students through this process.
2.1.1 Key straight copy with good accuracy.	The text for this unit, *College Keyboarding: Keyboarding Course, Lessons 1-25, Canadian 17th Edition*, and the accompanying CD-ROM, *Keyboarding Pro Deluxe*, are designed for use with Microsoft Office 2007 and Windows Vista. If an older version of Windows is being used, the 16th edition of the text should be used, as should the CD-ROM *Keyboarding Pro 3.2*.
2.2 Explain how electronic mail works. 2.2.1 Identify the components of an electronic mail message. 2.2.2 Identify different electronic mail options and explain when they would be used. 2.3 Demonstrate the proficient use of an electronic mail application.	Some students may already have experience using e-mail, but instructors should emphasize that the exercises in this unit will teach them skills that they might never have thought about, such as attaching files, managing e-mail messages, and adjusting e-mail settings.

Unit 2 – Keyboarding and E-mail

Suggestions for Assessment

Students are required to place a printed copy of the Lesson Report from lessons 1 – 10 in *Keyboarding Pro Deluxe* in their portfolio. While there is no minimum gwam required, students are encouraged to strive for at least 25 gwam.

Students are required to complete lessons 11 – 13 and submit the Lesson Reports as an assignment. Students are not required to obtain a minimum gwam in order to pass the assignment. However, instructors should directly observe the student's typing to ensure the student is using the correct technique.

Instructors can provide students with Worksheet 1C, *Keyboard Keys*, found under the Unit 1 Resources tab on the Glencoe Online Learning Center website.

Instructors should tell students that they can take timings more than once and try to increase their speed with each timing. They should be encouraged to push themselves just a little past their comfort zone in each practice to improve their speed. Students should also be aware that accuracy is as important as speed, and that keeping their eyes on their copy will minimize the number of errors they make when they type.

Answers to the Assessment questions on page 481 of the text can be found in the *Teacher Resource Manual*.

Resources

College Keyboarding, lessons 1 – 13, pages 1 – 30.

Keyboarding Pro Deluxe [CD-ROM], lessons 1 – 13.

Computer Concepts in Action, Appendix A: Keyboarding, pages 420 – 466.

Computer Concepts in Action Teacher Resource Manual, Teaching Tips for Keyboarding, Appendix A: pages 339 – 341. Also found on the *Glencoe Online Learning Center,* http://glencoe.com

Computer Concepts in Action, Appendix B: E-mail, pages 467 – 482.

Computer Concepts in Action Teacher Resource Manual, Teaching Tips and Troubleshooting Tips for Appendix B: E-mail, pages 342 – 345.

Computer Concepts in Action Teacher Resource Manual, Appendix B Assessment Answers, page 345.

Unit 2 – Keyboarding and E-mail

Outcomes	Notes for Teaching and Learning
2.3.1 Create and send electronic mail messages. 2.3.2 Illustrate ways to supplement a mail message with additional information.	Instructors should discuss with students the different e-mail programs they might use. Many people use programs that are available for free through Internet portals. For example, Hotmail is offered by MSN.com, and Yahoo also offers e-mail accounts. These accounts can be accessed from any computer that is connected to the World Wide Web. Another popular program is Outlook Express, which is available for free to Microsoft Windows users. This software can be downloaded to one computer and connects to the user's Internet Service Provider.
2.3.3 Manage e-mail attachments.	Instructors should explain to students that large attachments can sometimes cause problems for the receiver. If the receiver has a slow connection (like a dial-up modem), a large attachment such as a movie can take a very long time to download and can tie up the receiver's e-mail. Also, free e-mail accounts such as Hotmail or Yahoo often have a limited mailbox size. An e-mail may not be deliverable if the attachment is too large or if the mailbox is full.
2.3.4 Reply to an e-mail message.	Instructors should discuss what happens when e-mail goes back and forth between senders and nobody deletes the previous messages. Eventually, the e-mail string becomes very long. And if more than one person is involved, everyone can read the previous messages (which is not always a good idea). Instructors can ask students for examples of when it would be best to delete the original message, when it would be better to keep it, and ways to keep only parts of the message (e.g. cutting and pasting, or inserting a reply into the original message using a different color).
2.3.5 Forward an e-mail message.	Instructors should explain to students that when they forward a message with an attachment, the attachment will remain in the forwarded e-mail. If they want to send only the message without the attachment, they must clear the attachment first. To do so, they would right click the attachment and choose Clear from the drop-down menu.

Unit 2 – Keyboarding and E-mail

Suggestions for Assessment

Students are required to complete the "*Step-by-Step*" exercise on pages 481 – 482 of the text and submit it to the instructor as an assignment.

Resources

Computer Concepts in Action, Step-by-Step, pages 481 – 482.

Unit 2 – Keyboarding and E-mail

Outcomes	**Notes for Teaching and Learning**
2.3.6 Manage e-mail.	Instructors should explain to students that if they receive a lot of e-mail, it can be very difficult to find important messages unless they keep their messages organized. Effective file management helps organize information so that it can be found easily and quickly. Instructors should encourage students to use previously learned file management skills to create and organize folders for their e-mail messages.
2.3.7 Create contacts and manage e-mail addresses.	Instructors could show students the different ways to automatically add a contact name to the "To:" line in an e-mail message. They can: • open the address book, click on a name, and then click the New Message to Contact button on the toolbar; • open a contact card and click the New Message to Contact button; or • open a new e-mail message, click the To: button, then click one of the names in the contact list that pops up.
2.3.8 Customize e-mail settings.	Instructors could demonstrate to students how they can add names to a Blocked Senders list in Outlook. Click the Tools menu, then choose Options. On the Preferences tab, click Junk E-mail, then click the Blocked Senders tab. Click Add, and enter the e-mail message in the Inbox. On the shortcut menu, click Junk E-mail, then Add Sender to Blocked Senders List.

Suggestions for Assessment

Instructors could use the ExamView Test Generator software along with the test bank of questions for this unit to create tests for students. Instructors can customize the test to suit the needs of the class or add additional questions. Instructors should review the test questions and choose the questions and formats that suit the level of the students.

Resources

CD-ROM: *Glencoe Computer Concepts in Action, ExamView Pro Test Generator.*

Unit 3 – Introduction to Word Processing

Outcomes	Notes for Teaching and Learning
3.1 Recognize and describe common features of word processing software.	While many types of word processing software are in use today, it is assumed that the majority of students will have access to a version of Microsoft Word, as it is the most commonly used program that is commercially available. As such, the Curriculum Outcomes and Notes for Teaching and Learning were created with this in mind. However, it is entirely possible to achieve the Curriculum Outcomes using a different program such as Corel WordPerfect. Instructors should note that the text refers exclusively to Microsoft Word 2007.

Prior to beginning this unit, instructors should discuss with students the importance of effective writing as an essential element of communication, whether it is by hand or using word processing software. In order to successfully communicate, students must have the tools to write clearly, concisely, and coherently. Instructors could have students write down why strong writing skills are necessary in society and discuss student responses in class.

Instructors could ask students why word processing is necessary to be a successful lifelong learner. Instructors could discuss why academic or professional documents must be clear, concise, focused, and correctly formatted, and what types of documents should use word processing (e.g. stories, research papers, legal documents). |
| 3.1.1 Find and identify features including Menus, Standard Toolbar, Formatting Toolbar, New Document Task Pane, Taskbar, Scroll Bars, and Text Area. | Instructors should explain to students the difference between the Exit, Close, and Close Window commands. The two buttons at the top right corner of the Word window are Close (the Red Close button exits the Word program) and Close Window (the blue, or orange, button closes the active document). From the File Menu, select exit to exit the Word Program and Close to close the active document. |

Unit 3 – Introduction to Word Processing

Suggestions for Assessment	Resources
	Computer Concepts in Action, Unit 4 Project 1, pages 134 – 151.
	Computer Concepts in Action Teacher Resource Manual, Unit 4 Project 1, pages 186 – 191.
Students could complete questions 6 – 25 in the Unit 4 "*e-Quizzes–Pre-Quizzes*" quiz found under the Unit 4 Resources tab on the Glencoe Online Learning Center website. This would help the student identify areas where he or she has some previous knowledge and areas that are not as familiar.	*Glencoe Online Learning Center,* http://glencoe.com
Students could complete Worksheet 4C: *"Microsoft Word Ribbon"*, as review and reinforcement of standard and formatting toolbars. Students can place the completed worksheet in their portfolio.	*Computer Concepts in Action Teacher Resource Manual*, page 365. Also found on the *Glencoe Online Learning Center,* http://glencoe.com

Unit 3 – Introduction to Word Processing

Outcomes	Notes for Teaching and Learning
3.1.2 Demonstrate how the same tasks can be completed using toolbar buttons, menus, and/or keyboard shortcuts.	In addition to the Standard and Formatting toolbars, instructors should demonstrate other toolbars for students. Click the View menu and select Toolbars, then choose a toolbar to view. Students could practice viewing and moving toolbars to different parts of the Word window.
3.2 Create and save a Word document.	
3.2.1 Open a new Word document. 3.2.2 Create a Word document.	When Word is opened, a new blank document should appear on the screen. If not, students should be instructed to either click the New Blank Document button on the toolbar or click the File menu and select New.
3.2.3 Use the Save and Save As command to save a document.	Instructors should review with students how to save documents effectively. Instructors should remind students to immediately name and save the document they are formatting. Students should be shown how to find the folder where they save their work. Instructors should explain that it is a good idea to create file names that are easy to remember, save different drafts of documents, and group files into well-named folders. (Note: When students see Your Name in their textbooks, they should type in their own name or follow the file naming system the instructor has provided them to use.) As students work with documents, they should save their work every few minutes. Before the end of class, instructors should remind students to save their work and close the application.
3.3 Perform common editing and formatting functions using word processing software.	The Communications instructor could review the format of a professional business letter with the students. Language Arts or Business textbooks can be used to reinforce how to format and write business letters, or Appendix B of the student textbook may be useful.

Unit 3 – Introduction to Word Processing

Suggestions for Assessment	**Resources**
Students could complete "*Enrichment Activity 4.1: Use Templates in Word*" and save a copy of the edited document in their electronic portfolio. This activity is found under the Unit 4 Resources tab on the Glencoe Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com

Unit 3 – Introduction to Word Processing

Outcomes	Notes for Teaching and Learning
3.3.1 Cut, copy and paste text.	If students type new text and the existing text seems to be "disappearing", instructors should have students check to see if the OVR button is illuminated on the Status bar at the bottom of the Word window. If so, they can double-click the OVR button or press the Insert key on the keyboard to turn off the Overtype setting. (The Insert key toggles the overset text option on/off.)
3.3.2 Use the thesaurus and the Spelling and Grammar tool to edit a document.	Microsoft Word can be set to call out words that are not in the default Word dictionary (look for the squiggly red line under text). Instructors should explain to students that proper names and uncommon words are not included in the Word dictionary, but can be added during the Spell Check process. Instructors should show students how to use the Add button in the Spelling and Grammar dialog box.

Instructors should have dictionaries available in the classroom to assist in spelling. |
| 3.3.3 Use the Print Layout view, the Zoom tool, and Print Preview to view a document. | If the student cannot see the entire letter on the monitor, the Zoom box can be adjusted to 75% or 100%. By default, many screens are set at 150%. |
| 3.3.4 Use the Page Setup options to manipulate a document. | |
| 3.4 Perform simple text formatting.

3.4.1 Differentiate between format and font. | As students work through the steps of each exercise they should note when a figure is mentioned. They should compare their own work to the figure at that point. If their screen looks very different from the figure, then they should check their work and repeat the steps if needed. Note that if a different version of Word than the one shown in the textbook is used, the students' screens may look different from the ones shown. |

Suggestions for Assessment	**Resources**
Students could also complete "*Enrichment Activity 4.2: Print an Envelope*" and place the envelope in their portfolio. This activity is found under the Unit 4 Resources tab on the Glencoe Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Students are required to complete the "*Step-by-Step*" exercise on pages 146 – 148 of the text and place a copy of the letter in their portfolio.	*Computer Concepts in Action*, pages 146 – 148.
Answers to "*Project 1 Assessment"* questions on page 149 of the text can be found in the Teacher Resource Manual.	*Computer Concepts in Action Teacher Resource Manual*, Project 1 Assessment Answers, page 189.
Students are required to complete the "*Step-by-Step*" exercise on pages 149 – 150 and submit the letter to the instructor as an assignment.	*Computer Concepts in Action*, pages 149 – 150.
	Computer Concepts in Action, Unit 4 Project 2, pages 152 – 166.
	Computer Concepts in Action Teacher Resource Manual, Unit 4 Project 2, pages 192 – 197.

Unit 3 – Introduction to Word Processing

Outcomes	Notes for Teaching and Learning
3.4.2 Format the size, color, and style of selected text in a document.	If students choose a light color for their text, instructors should alert them that a black and white printer may not show the text visibly. Students can click on the Font box and scroll down to see all of the available font styles. They can also click on the Font Size box and scroll down to see the available font sizes.
3.4.3 Use the Format Painter to copy formatting.	If the default setting places the Standard and Formatting toolbars on one line, it can be hard to see all the toolbar commands. Instructors can demonstrate how to move the Formatting Toolbar down to reveal more toolbar buttons. To move any toolbar, have students click the top or right side of the toolbar (the four headed arrow appears) and drag the toolbar down one line. Once a toolbar has an entire line to itself, students will find a more complete array of command buttons on each toolbar, including the Format Painter button. Instructors could have students move the mouse pointer slowly over the Format Painter button, without clicking. The name of the button will appear. Instructors could then explain that this is a helpful way to identify any of the Word command buttons.
3.5 Modify page orientation and text alignment in a document. 3.5.1 Define orientation.	When students change the alignment, the entire text may not be visible. Instructors should remind students to click the Zoom box to change the magnification to 75% or 100% in order to view the entire page of text.
3.5.2 Differentiate between portrait and landscape orientation. 3.5.3 Define alignment. 3.5.4 Describe the text alignment options that are available.	In the Page Setup window, instructors could have students choose the Paper tab. On a separate sheet of paper, the students could list all the different sizes of paper that Microsoft Word will accept. Instructors could then show students a sample of letter and legal size paper.

Unit 3 – Introduction to Word Processing

Suggestions for Assessment

Resources

Outcomes	Notes for Teaching and Learning
3.5.5 Change the page orientation of a document from portrait to landscape and vice versa.	
3.5.6 Use the right align, left align and center align buttons to change the alignment of text in a document.	
3.6 Create and modify bulleted and numbered lists in a document.	Instructors should remind students that they can undo any action by clicking on the Undo button to go back one or more steps.
3.6.1 Differentiate between bulleted and numbered lists.	Students can be instructed to use the horizontal ruler at the top of the text window to align lists. Instructors can show students that clicking the ruler will create an indent tab, which provides a visual guide (vertical dotted line) to align numbered and bulleted lists. If the ruler is not visible, students can click the View menu and select Ruler.
3.6.2 Produce a bulleted and numbered list in a document.	
3.6.3 Add bullets and numbers to an existing list in a document.	
3.7 Insert and format a picture in a document.	If a student wants to insert a picture into their Word document from the Internet, they can be instructed to right-click the image on the Web page and choose Copy. Then they can Paste the image into their document. Instructors can explain that the picture might contain a hyperlink that will launch the Internet browser. The hyperlink can be removed by right-clicking the image in the document and choosing Remove Hyperlink. Instructors should remind students to site the source of the image.
3.7.1 Import a picture into a document.	
3.7.2 Apply Text Wrap to a picture in a document.	
3.7.3 Adjust the position and size of an inserted picture.	Clip Art can be used by opening the Insert menu, then choosing Picture, and clicking Clip Art. Students can then type a keyword to search the clip art library. When they find an image they want, they can right-click, then select Insert. Instructors should point out the sizing handles that can be used to adjust the size and placement of the clip art.

Suggestions for Assessment	**Resources**
Students could also complete "*Enrichment Activity 4.3: Troubleshoot Bulleted and Numbered Lists*" and place the edited document in their portfolio. This activity is found under the Unit 4 Resources tab on the Glencoe Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Students could also complete "*Enrichment Activity 4.4: Manipulate Images*" and place the edited document in their portfolio. This activity is found under the Unit 4 Resources tab on the Glencoe Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Students are required to complete the "*Step-by-Step*" exercise on page 163 and place a printed copy of the flyer in their portfolio.	*Computer Concepts in Action*, page 163.

Unit 3 – Introduction to Word Processing

Outcomes	Notes for Teaching and Learning
3.8 Format a document for printing.	
3.8.1 Select a printer that will handle a print job.	
3.8.2 Select the number of copies to be printed.	
3.8.3 Determine the print range to be printed.	

Unit 3 – Introduction to Word Processing

Suggestions for Assessment

Students are required to complete the "*Step-by-Step*" exercise on pages 164 – 165 and submit the flyer to the instructor as an assignment.

Answers to "*Project 2 Assessment*" questions on page 164 of the text can be found in the Teacher Resource Manual.

Instructors could use the ExamView Test Generator software along with the test bank of questions for this unit to create tests for students. Instructors can customize the test to suit the needs of the class or add additional questions. Instructors should review the test questions and choose the questions and formats that suit the level of the students.

Resources

Computer Concepts in Action, pages 164 – 165.

Computer Concepts in Action Teacher Resource Manual, Project 1 Assessment Answers, page 195.

CD-ROM: *Glencoe Computer Concepts in Action, ExamView Pro Test Generator.*

Unit 4 – Using the Internet

Outcomes

4.1   Discuss terminology relating to telecommunications, networks, and the Internet.

    4.1.1   Define Internet, World Wide Web (WWW), Web site, uniform resource locator (URL), and Internet service provider (ISP).

    4.1.2   Identify and describe common URL extensions.

4.2   Identify the hardware and software required to connect to the Internet.

    4.2.1   Explain how a modem connects a computer to the Internet.

    4.2.2   Identify different types of Internet connections and the advantages and disadvantages of each connection type.

    4.2.3   Describe and give examples of a Web browser.

4.3   Explain how electronic mail works on a network and on the Internet.

    4.3.1   Describe the benefits of using e-mail.

    4.3.2   Describe the different ways to write, send and receive e-mail.

Notes for Teaching and Learning

Instructors could facilitate a classroom discussion about how the Internet can be used. Students should consider what they can accomplish online that would otherwise take more time, effort, or resources. Examples could include doing research, shopping, making travel plans, and communicating with friends.

Instructors should explain to students that the Internet is an online community where thoughts and ideas are exchanged freely. Electronic mailing lists forward e-mail messages from individuals to everyone else on the list; online conferencing brings people in different locations together via voice or video; bulletin boards and newsgroups allow users to post information in a common area from which other members can read messages at their convenience; and chat rooms allow multiple users to engage in live, multi-person messaging. But while some communications are lead by a moderator who reviews messages for irrelevant or inappropriate content, many go unmonitored and can be dangerous.

Instructors should explain to students that some communication, such as legal documents that require a signature, should be sent through traditional delivery methods rather than over the Internet. There may also be security reasons for not sending documents over the Internet. However, e-mail is a good way to maintain a record of communications, especially if a person needs to resolve any issues or keep records of communication about a specific topic for legal purposes.

Unit 4 – Using the Internet

Suggestions for Assessment	Resources
	Computer Concepts in Action, Unit 3 Using the Internet, pages 85 – 124. *Computer Concepts in Action Teacher Resource Manual*, Unit 3 Using the Internet, pages 147 – 172.
Students could complete questions 1 – 26 in the Unit 3 "*e-Quizzes–Pre-Quizzes*" quiz found under the Unit 3 Resources tab on the Glencoe Online Learning Center website. This would help the student identify areas where he or she has some previous knowledge and areas that are not as familiar.	*Glencoe Online Learning Center,* http://glencoe.com
Students can complete Worksheet 3A: "*URLs: Name that Country*" as review and reinforcement of Internet domain extensions. Students can place the completed worksheet in their portfolio.	*Computer Concepts in Action Teacher Resource Manual*, page 360. Also found on the *Glencoe Online Learning Center,* http://glencoe.com
Instructors could assign "*Tech Talk Activity 2.4: Networks*" as an optional assignment. This activity is found under the Unit 2 Resources tab on the Glencoe Online Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Instructors could assign "*Tech Talk Activity 3.1: The Internet and the Phone Network*" as an optional assignment. This activity is found under the Unit 3 Resources tab on the Glencoe Online Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Instructors could assign "*Tech Talk Activity 3.2: Viruses*" as an optional assignment. This activity is found under the Unit 3 Resources tab on the Glencoe Online Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com

Unit 4 – Using the Internet

Outcomes	Notes for Teaching and Learning
4.4 Discuss how e-mail can be used effectively.	
4.4.1 Define netiquette.	
4.4.2 Describe spam.	
4.5 Discuss how to stay safe while online.	Instructors should reinforce to students that the Internet and World Wide Web are vast sources of information, services, and opportunity. However, students should be aware of the challenges and potential dangers of using the Internet.
4.5.1 Assess the trustworthiness of a website.	If the school uses software to filter out inappropriate Web sites, instructors should explain to students how it works and explain what will happen if they try to access Web sites that are not permitted. Instructors could discuss with students why schools and businesses use this type of software, and whether or not it is necessary.
4.5.2 Describe ways to prevent identity theft while online.	
4.5.3 Evaluate the quality of information found on the Web.	
4.6 Demonstrate the ability to use a Web browsing application.	
4.6.1 Describe a Web browser.	Instructors should explain to students that there is a home page for the Web browser and a home page for each individual Web site. The Web browser's home page (also called the start page) appears when the browser is launched. The start page can be accessed by clicking the Home icon in the toolbar. Each Web site's home page is the entry point for the site and it can be returned to by clicking a link on the Web site or the Back button on the toolbar.
4.6.2 Define home page.	
4.6.3 Identify different elements of a Web site.	
4.6.4 Navigate the Web using a browser.	Instructors could demonstrate to students how to change the home page. Suggestions for a home page could be the school's Web site or a search engine such as Google. Under the Tools menu, click Internet Options, then click the General tab. Under Home page, change the Address box to the desired home page URL.
4.6.5 Find specific information on a Web site.	

Unit 4 – Using the Internet

Suggestions for Assessment	Resources
Instructors could assign "*Tech Talk Activity 3.3: Netiquette*" as an optional assignment. This activity is found under the Unit 3 Resources tab on the Glencoe Online Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Instructors could assign "*Tech Talk Activity 1.2: Protect Yourself*" as an optional assignment. This activity is found under the Unit 1 Resources tab on the Glencoe Online Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Answers to Tech Talk Captions and Activities are found in the *Teacher Resource Manual*.	*Computer Concepts in Action Teacher Resource Manual*, pages 154 – 156. *Computer Concepts in Action*, Unit 3 Project 1, pages 96 – 108. *Computer Concepts in Action Teacher Resource Manual*, Unit 3 Project 1, pages 159 – 164.

Unit 4 – Using the Internet

Outcomes	Notes for Teaching and Learning
	Before students start any activity that uses Web sites, instructors should check that the suggested URLs are accessible from the school's network. If not, students may become frustrated or confused by the "Page Not Found" message. Instructors should be prepared to provide a new URL as a substitute for the ones in the textbook.
4.6.6 Reload/Refresh the view of a Web page. 4.6.7 Define bookmark.	Instructors should explain to students that a high number of users and lower computer speeds can cause Web pages to download slowly. Instructors should remind students that double-clicking or triple-clicking a link will not cause the computer to respond any faster.
4.6.8 Show a history of recently visited Web sites and delete the list of recently visited Web sites.	When a computer is shared by several users, its History folder fills up with pages that may not have been visited by a particular student. To clear the sites and pages from the History folder, click the Tools menu and then Internet Options. In the Internet Options box, click on the General tab and the click the Clear History button.
4.6.9 Manage bookmarked sites/favorite sites.	If the computers at the school are frozen, the History and Favorites will reset every time the computer is started. Students could save Favorites to their class or personal folder. To save favorites, choose the File menu and choose Import and Export. Follow the instructions in the Import/Export Wizard to export Favorites to a chosen location. The Wizard can be used to import them again to see the saved Favorites.
4.6.10 Print all or specified parts of a Web site.	Web pages that use frames (separate windows within a page) may cause printing problems. The Print Preview dialog box contains buttons for pages with frames. If the desired text does not appear in the Preview window, close the Preview window, click on the desired text on the Web page, and go to the Print Preview again. This will bring up the required frame.

Suggestions for Assessment

Students can complete Worksheet 3B: "*Evaluate a Web Site*" as review and reinforcement of Web browsing. Students can place the completed worksheet in their portfolio.

Instructors could have students complete the "*Internet Terminology*" Enrichment Activity outlined in the Teacher Resource Manual as an optional assignment.

Students are required to complete the "*Step-by-Step*" exercise on pages 104 – 105 and place a printed copy of the website in their portfolio.

Answers to "*Project 1 Assessment*" questions on page 106 of the text can be found in the Teacher Resource Manual.

Students are required to complete the "*Step-by-Step*" exercise on pages 106 – 107 and submit the printed website to the instructor as an assignment.

Resources

Computer Concepts in Action Teacher Resource Manual, page 361. Also found on the *Glencoe Online Learning Center,* http://glencoe.com

Computer Concepts in Action Teacher Resource Manual, page 164.

Computer Concepts in Action, Step-by-Step, pages 104 – 105.

Computer Concepts in Action Teacher Resource Manual, Project 1 Assessment Answers, page 162.

Computer Concepts in Action, Step-by-Step, pages 106 – 107.

Outcomes

4.7   Demonstrate the ability to effectively search the Internet for information.

4.7.1   Define search engine.

4.7.2   Explain how a search engine classifies and looks for Web sites.

4.7.3   Use a search engine to search for information based on specified keywords.

4.7.4   Define Boolean search.

4.7.5   Provide examples of Boolean symbols and their meanings.

4.7.6   Use a Boolean search to search for specific information on the Internet.

Notes for Teaching and Learning

Knowing how to find information about a subject is an essential skill. Many employees prefer to hire those who are resourceful about tracking down the information they need.

Even with the best filters and screening techniques, students can either intentionally or inadvertently wind up following links to inappropriate Web pages. Instructors should remind students of the Acceptable Use Policy and the consequences for visiting inappropriate Web sites.

Students may be surprised at some of the search results that supposedly match the keyword they entered. Instructors could discuss ways students can recognize useful and accurate Web sites. For example, they can look at the descriptive summary in the results list and determine if it covers the subject they want, or the can look at the URL and see if it is from a reliable organization. Instructors should tell students to expect to find that some Web sites have been discontinued, as sites sponsored by individuals disappear quickly.

Boolean expressions can sometimes produce unexpected results. For example, "cats AND Persian or Siamese" will find matches for Persian cats or anything to do with Siamese, whether the name refers to cats or not. Similar to precedence in a mathematics equation, keywords on either side of the AND are evaluated first. Thus, pages with "cats and Persian" display before pages with "Siamese". To limit the search to cats, use the parenthesis as follows: "cats AND (Persian or Siamese).

If students are allowed to save Favorites, instructors could have them organize the relevant Web sites they find so they can easily come back to them later. Each student can open his or her Favorites list, create a new folder, and name it. They can move their bookmarked sites into the folder to use in the next exercises.

Unit 4 – Using the Internet

Suggestions for Assessment	Resources
	Computer Concepts in Action, Unit 3 Project 2, pages 109 – 121. *Computer Concepts in Action Teacher Resource Manual*, Unit 3 Project 2, pages 165 – 172.
Students can complete Worksheet 3C: "*Internet Concepts*" as review and reinforcement of Internet terminology. Students can place the completed worksheet in their portfolio.	*Computer Concepts in Action Teacher Resource Manual*, page 362. Also found on the *Glencoe Online Learning Center,* http:// glencoe.com
Students could complete "*Enrichment Activity 3.1: Copy Elements of a Website*" and place a copy of the document in their electronic portfolio. This activity is found under the Unit 3 Resources tab on the Glencoe Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com
Students could complete "*Enrichment Activity 3.2: Download a file from a website*" and place a copy of the document in their electronic portfolio. This activity is found under the Unit 3 Resources tab on the Glencoe Learning Center website.	*Glencoe Online Learning Center,* http://glencoe.com

Unit 4 – Using the Internet

Outcomes	Notes for Teaching and Learning
	Before assigning any practice exercise, instructors should preview all sites to ensure they are appropriate for students and determine if the Web pages have changed since the figures in the exercise were created. Students should be prepared for any differences between what they see in the textbook and what they may see on their screens.
4.7.7 Use a Web site's table of contents and search feature to find information.	If a browser other than Microsoft Internet Explorer is used, students should be aware of possible screen displays and instructions. If necessary, instructors should outline the differences between Internet Explorer and the browser.
4.7.8 Save the content of a Web site for offline browsing.	When students reopen their saved Web page, it will appear in the program assigned to open HTML documents – not necessarily Internet Explorer. To open the page in Internet Explorer, first open Windows Explorer, then click the Tools menu, click Folder Options, and click the File Types tab. All registered file extensions and the programs used to open them will be displayed. Click the HTM and HTML extensions and change the program they open with to Internet Explorer.
	Students may assume that saving a Web page is unnecessary if they save the link as a Favorite. There is a big difference between a saved page and a link to the page. The link is dynamic – that is, if the content of the page is changed, the user will see the new content. A saved page is static – years from now, the page will look the same. Saving a page is a good idea for sites that change frequently, such as e-zines and newspapers.

Suggestions for Assessment	Resources
Students are required to complete the "*Step-by-Step*" exercise on pages 117 – 118 and save a copy of the website in their electronic portfolio.	*Computer Concepts in Action*, Step-by-Step, pages 117 – 118.
Answers to "*Project 2 Assessment"* questions on page 119 of the text can be found in the Teacher Resource Manual.	*Computer Concepts in Action Teacher Resource Manual*, Project 2 Assessment Answers, page 168.
Students are required to complete the "*Step-by-Step*" exercise on pages 119 – 120 and submit their results to the instructor as an assignment.	*Computer Concepts in Action*, Step-by-Step, pages 119 – 120.
Students could complete questions 1 – 25 in the Unit 3 "*e-Review quiz"* found under the Unit 3 Resources tab on the Glencoe Online Learning center to test their comprehension of the outcomes covered to this point.	*Glencoe Online Learning Center,* http://glencoe.com
Instructors could use the ExamView Test Generator software along with the test bank of questions for this unit to create tests for students. Instructors can customize the test to suit the needs of the class or add additional questions. Instructors should review the test questions and choose the questions and formats that suit the level of the students.	CD-ROM: *Glencoe Computer Concepts in Action, ExamView Pro Test Generator.*