

Course Outline

REVISED: December/2008



Program: English as a Second Language (ESL & Citizenship)

Course of Study: English as a Second Language (ESL)

Course: 2:1050 ESL Multi Level

50-04-55

ESL Multi-Level/Using Computers and the Internet/CBET

Course Description:

This competency-based course offers instruction for CBET (Community Based English Tutoring) parents in the use of personal computers and the Internet. Instruction includes basic computer skills parents need to assist their child in school, accessing the Internet, and keeping their children safe online. Students will become familiar with online programs designed to assist K-12 children academically.

Credits: 0*

Hours: 30

Prerequisites:

ESL Beginning Low (50-01-51) or equivalent skills

* This is a non-credit course and may be repeated to learn specific competencies.

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ESL Multi-Level/Using Computers and the Internet/CBET (50-04-55) December//2008, LAUSD Division of Adult and Career Education

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Components

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components Location

GOALS AND PURPOSES Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES p. 7-10

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

CBE
COMPETENCY-BASED EDUCATION (continued)

Course Outline Components Location

INSTRUCTIONAL STRATEGIES p. 11

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level. p. 7-10

The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES p. 16

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

GUIDELINES for IMPLEMENTATION

The purpose of this course is to provide adult CBET students at ESL Beginning High and above with instruction to access and use computer technology in order to help their K-12 children succeed in school.

The class requires a computer lab with Internet access. It is also recommended that there be an LCD projector and an overhead projector available.

For students studying ESL at adult schools or employment preparation centers, this course may be offered separately to parents who have pledged to tutor their children. CBET Pledge Cards must be completed by every student at the time of registration. Students must also complete weekly CBET Tutoring Logs in class (see pages 73-74).

The course focuses on teaching computer skills in the context of parents helping children achieve in school. The first session of this course must include the distribution and completion of the LAUSD Acceptable Use Policy (AUP). (See pages 24-26). It is recommended that every class include a take home activity or assignment in which students will apply and use what they have learned in the class. Whenever feasible, it is suggested that parents invite their children to attend one class in which parents and children will participate in an "In Class Parent Child Activity".

Suggestions for Conducting a CBET Technology Demonstration

An essential component of each CBET Technology Lesson is a demonstration of the relevant computer application. In order to conduct a successful computer demonstration lesson, it is recommended that an LCD projector or monitor be used so that students can follow along easily. It is a good idea to begin each lesson with a review of the relevant commands the students will need to use in the lesson (i.e., click, drag, backspace, etc).

It is recommended that each demonstration include Modeling, Guided Practice, and Practice. Begin the Modeling portion of the demonstration by performing the task yourself slowly, step by step. Describe what you are doing with each step. Stop frequently to check comprehension and allow students to process the information. In the Guided Practice phase of the lesson, slowly go through the steps again, and have students follow along with you. Stop after every step to make sure students are keeping up. Finally, in the Practice Stage, students will be free to practice on their own as you circulate and offer assistance. You may repeat all or part of this process several times a lesson depending on the skills of your students.

More suggestions

- Pair or group students so that the more technologically adept students can help the students who are new to computer technology
- Devise a signal, such as putting out a colored card, for students to alert you that they need assistance.
- Break the task down into manageable chunks, teaching only one or two things at a time.

EXIT LANGUAGE SKILL PROFICIENCIES
for the ESL Multi-Level/Using Computers and the Internet/CBET Course

Upon exiting the Course, students will demonstrate the following proficiencies:

Listening

Demonstrate understanding of oral directions and commands in the computer classroom.

Speaking

Ask and answer simple questions.

Give simple commands and directions.

Ask for and give clarification and assistance.

Orally summarize short reading passages.

Reading

Interpret and follow written instructions.

Interpret web-based forms, short readings, websites, charts, search engines, and maps.

Scan for specific information.

Skim for general meaning.

Interpret a simple email message.

Writing

Write personal information on web-based forms, filling in blanks, lines, and boxes correctly.

Write simple sentences.

Compose email.

Complete course related forms (Acceptable Use Policy, Tutoring Logs, Pledge Cards)

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the ESL Multi-Level/Using Computers and the Internet/CBET Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	LESSON
<p>A. INTRODUCTION</p> <p>Understand course content, goals, and the use of computers by adult ESL CBET students and their children.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Fill out and sign the required LAUSD Acceptable Use Policy Form. 2. Demonstrate an understanding of classroom policies and procedures. 	<p>pp. 24-26</p>
<p>B. BASIC COMPUTER COMPONENTS AND ACCESS</p> <p>Recognize computer components and terminology and how to access a computer for personal/family use.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Identify basic computer parts and accessories and their functions (e.g., keyboard, monitor, mouse, printer). 2. Identify major keys on a keyboard (e.g., shift, delete, space bar, backspace, arrows). 3. Identify class objectives and goals. 4. Identify ways using computers and the Internet can benefit the adult ESL/CBET student and their school-age children 5. Identify locations for computer/internet access (e.g., library, school, internet cafes, friend's house, work). 	<p>Lesson 1 pp. 28-29</p> <p>Lesson 2 pp. 30-32</p> <p>Lesson 3 pp. 33-34</p> <p>Lesson 3 pp. 33-34</p> <p>Lesson 3 pp. 33-34</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	LESSON
<p>C. BASIC COMPUTER SKILLS</p> <p>Understand basic computer operations.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Create, save, and print a basic text document. <ol style="list-style-type: none"> a. Turn on and shut down the computer. b. Start a program from the start menu. c. Use the basic functions of a mouse or touch pad (e.g., move cursor, click, drag, scroll). d. Use scroll bars to view all parts of window. e. Resize, minimize and maximize windows. 2. Use basic computer skills to create a simple homework chart. <ol style="list-style-type: none"> a. Change font, font size, and/or font color. b. Insert icons, clip art. c. Use spell check tool to identify spelling errors. 3. Use simple troubleshooting procedures if a computer component stops working (e.g., turn on and off the computer, press refresh, check cables). 	<p>Lesson 3 pp. 33-34</p> <p>Lesson 4 pp. 35-36</p>
<p>D. EMAIL BASIC SKILLS</p> <p>Understand and use email safely.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Identify components of a typical email message and inbox. 2. Compose an email message. 3. Define email dangers such as: “phishing”, “spam”, and hoaxes. 4. Identify email safety tips (e.g., not opening attachments from unknown sources, never providing personal information). 	<p>Lesson 5 pp. 37-39</p> <p>Lesson 6 pp. 40-41</p> <p>Lesson 7 pp. 42-43</p> <p>Lesson 7 pp. 42-43</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	LESSON
<p>E. INTERNET BASICS</p> <p>Understand how to safely access and search the Internet.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Use LAUSD.net to access information about child's school and the school district. 2. Log-on to/access the Internet. 3. Use a search engine to find information and sites. 4. Save and/or print text and images from the web to a computer or storage device. 5. Identify the potential dangers to children with regards to the Internet. 6. Describe ways to protect children who are accessing the Internet (e.g., computer placed in supervised area, child safety filters, talking with child about dangers). 	<p>Lesson 8 pp. 45-47</p> <p>Lesson 8 pp. 45-47</p> <p>Lesson 11 pp. 56-58</p> <p>Lesson 11 pp. 56-58</p> <p>Lesson 9 pp. 48-51</p> <p>Lesson 9 pp. 48-51</p>
<p>F. COMPUTER USE IN THE ELEMENTARY CLASSROOM</p> <p>Identify and access computer/online resources for elementary school students.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify elementary homework resources for child at LAUSD.net. 2. Listen and discuss a story with child at storylineonline.net. 3. Use LAUSD.net to locate an activity to do at home with child (e.g., coloring page, recipe, craft project). 	<p>Lesson 10 pp. 52-55</p> <p>Lesson 12 pp. 59-64</p> <p>Lesson 12 pp. 59-64</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	LESSON
<p>G. COMPUTER USE IN THE MIDDLE SCHOOL CLASSROOM</p> <p>Identify and access online resources for middle school-age children.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify appropriate middle school homework resources for child at LAUSD.net. 2. Use LAUSD.net to access appropriate online reading material for child (e.g., National Geographic for Kids, Time Magazine for Kids). 	<p>Lesson 10 pp. 52-55</p> <p>Lesson 12 pp. 59-64</p>
<p>H. COMPUTER USE IN THE HIGH SCHOOL CLASSROOM</p> <p>Identify and access online resources for high school-age children.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify appropriate high school homework resources for child at LAUSD.net. 2. Browse LAUSD.net to find relevant resources to <ol style="list-style-type: none"> a. Locate LAUSD graduation requirements. b. Access CAHSEE (California High School Exit Exam) information and resources. c. Access information on the PSAT/SAT/NMSQT exams (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test). d. Access information about colleges and universities. e. Access financial aid information. f. Access scholarship information. g. Assist child in researching career choices. h. Access information about DACE resources (occupational centers, skills centers, etc.). 	<p>Lesson 10 pp. 52-55</p> <p>Lesson 12 pp. 59-64</p>

INSTRUCTIONAL STRATEGIES

Instructional strategies for the ESL Multi-Level/Using Computers and the Internet/CBET course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

SUGGESTED INSTRUCTIONAL RESOURCES

INSTRUCTIONAL RESOURCE MATERIALS

Acceptable Use Policy in English

The Acceptable Use Policy has been translated in numerous languages including Armenian, Chinese, Korean, Russian, Spanish and Vietnamese. The translated versions can be downloaded from LAUSDnet, the main website of the Los Angeles Unified School District. From the homepage, <http://www.lausd.net>, click on the link at the bottom of the page titled "Acceptable Use Policy."

Annotated list of selected websites for teachers to use for background information or supplementary material.

Teacher Resource Books

Adendoeff, Olivia and Lois Wooden. *Welcome to Computers for ESL Students*. Labyrinth Publications, 2006.

Sperling, Dave. *Dave Sperling's Internet Guide*. Second edition. Prentice Hall Regents, 1998.

Swaffar, Janet. *Language Learning Online: Theory and Practice in the ESL and L2 Computer Classroom*. Labyrinth Publications. 1998.

Warschauer, Mark. *Internet for English Teaching*. Teachers of English to Speakers of Other Languages, Inc. 2000.

Division Published Material

http://adultinstruction.org/administrators/handbooks/esl_tech_guide.pdf The ESL, CBET & Citizenship Technology Guide. Numerous articles about using and integrating computers into instruction. Includes lesson plans and reproducible worksheets.

http://esl.adultinstruction.org/documents/Projectsusing_WordforESLBegLiteracyWindowsXPjune2005.pdf A step-by-step guide describing projects using Microsoft Word for Beginning and Literacy Level ESL students.

http://www.adultinstruction.org/administrators/howto/pp_esl.pdf A step-by-step guide describing one type of project that ESL teachers can have students do using Microsoft PowerPoint.

http://esl.adultinstruction.org/documents/MixPaintandExcelwith_MicrosoftWordjune2005.pdf A step-by-step guide describing projects using Microsoft Paint and Excel that ESL teachers can have students do.

SUGGESTED INSTRUCTIONAL RESOURCES (continued)

Division Published Material (continued)

<http://esl.adultinstruction.org/ResearchProject.htm> Step-by-step instructions for a project that ESL teachers can have students do using Microsoft Excel to create a simple graph and Microsoft PowerPoint to present the results of the research to the rest of the class in an oral presentation. Includes samples of student work.

WEBSITES

Annotated List of Selected Websites for K-12 parents and their children:

LAUSD.NET FOR KIDS

<http://www.lausd.k12.ca.us/kids/>. LAUSD site that offers links to child-friendly homework resources, search engines, a digital library, reading materials, newspapers, magazines, games, and much more.

NETSMARTZ.ORG

<http://www.netsmartz.org>. NetSmartz Workshop is an interactive, educational safety resource from the National Center for Missing & Exploited Children® (NCMEC) and Boys & Girls Clubs of America (BGCA) for children aged 5 to 17, parents, guardians, educators, and law enforcement that uses age-appropriate, 3-D activities to teach children how to stay safe on the Internet.

STORYLINEONLINE.NET

<http://www.storylineonline.net/> Famous actors and actresses read popular children's stories aloud to children.

BOOKADVENTURE.ORG

<http://www.bookadventure.org>. Book Adventure is a FREE reading motivation program for children in grades K-8. Children create their own book lists from over 7,000 recommended titles, take multiple choice quizzes on the books they've read, and earn points and prizes for their literary successes.

LITERACYCENTER.NET

<http://www.literacycenter.net> Very low level interactive literacy activities that are designed for parents working together with children.

THE INTERNET PICTURE DICTIONARY

<http://www.pdictionary.com/> Free vocabulary lessons for beginning ESL students. Numerous interactive activities such as flash cards, scrambled spelling activities, missing letter activities and labeling activities.

Safety and Ergonomics

<http://www.hp.com/ergo/intro.html> A manual available as a .pdf file describing posture and other health and work habits for computer users. Can be used as a basis for developing materials to use with students.

SUGGESTED INSTRUCTIONAL RESOURCES (continued)

Safety and Ergonomics (continued)

<http://ergo.human.cornell.edu/ergoguide.html> 10 steps for creating a safe and comfortable computer workstation compiled by Cornell University. Includes separate safety and comfort tips for using a computer mouse and laptops.

Online Dictionary Of Computer Terms

<http://www.maran.com/dictionary/> Illustrated online dictionary of terms.

SOFTWARE BY GRADE LEVEL

Elementary

<http://www.microsoft.com/office> Microsoft Office: An office productivity suite, usually present on new LAUSD installed personal computers. The software includes a word processor, spreadsheet, presentation, as well as an email program. There are several versions of this software, including Office 97, Office 2000, Office 2003, and Office 2007.

<http://www.inspiration.com/forparents/index.cfm> Inspiration: A graphic organizer used within LAUSD schools, known as "Kidspiration" for use from grades 1-5 to assist with learning in major content areas including: reading and writing, social studies, and science & math. Demo available via website download.

<http://www.pearsondigital.com/waterford/> Waterford Early Learning System: Comprised of two components, Waterford Early Reading, and Waterford Early Math & Science. This software serves students (especially English Language Learners) from kindergarten through second grade.

<http://www.intellitools.com/demo/control.asp> Intellitools: Used for Kindergarten through eighth grade students, primarily to assist English Language Learners, Special Needs students, and academically challenged students.

Middle School

<http://www.intellitools.com/demo/control.asp> Intellitools: Used for Kindergarten through eighth grade students, primarily to assist English Language Learners, Special Needs students, and academically challenged students.

<http://www.kaplank12.com> Kaplan Essential Skills: A supplemental program to support classroom instruction, this program uses a two-step process to first instruct the student, and then uses a practice component to check for understanding.

SUGGESTED INSTRUCTIONAL RESOURCES (continued)

Middle School (continued)

<http://www.carnegielearning.com/products.cfm> Cognitive Tutor: A software program that combines individualized computer lessons with real-world problem-solving activities. Students spend about 40% of their class time using the software, and the balance of their time engaged in classroom problem-solving activities.

High School

<http://www.kaplank12.com> Kaplan Essential Skills: A supplemental program to support classroom instruction, this program uses a two-step process to first instruct the student, and then uses a practice component to check for understanding.

<http://www.carnegielearning.com/products.cfm> Cognitive Tutor: A software program that combines individualized computer lessons with real-world problem-solving activities. Students spend about 40% of their class time using the software, and the balance of their time engaged in classroom problem-solving activities.

RESOURCE PERSONS

Subject area supervisor

PLACEMENT and EVALUATION PROCEDURES

Placement

Students placed in this class should have language skills equivalent to ESL/Beginning High or above. Computer skills are not a prerequisite.

Ongoing Evaluation

Teachers will assess and evaluate student computer skills as they complete projects and activities during each session. Teachers will assess and evaluate student speaking, listening, reading and writing skills during classroom activities and through the use of various web-based quizzes and assessments.

Final Evaluation

The final evaluation for students in this class will be teacher-created and may include a rubric assessing knowledge and use of the Internet for accessing websites that can be used for studying, practicing and listening to English.

GLOSSARY of BASIC COMPUTER and INTERNET TERMS

(Only computer or Internet-related definitions are provided for each entry)

a: drive	Same as floppy disk drive, used to read information from and place information on a floppy disk
address bar	The part of the browser that identifies the website or Internet object that is being viewed.
application	A software program that performs a specific function. For example, Microsoft Word is an application for creating documents.
arrow keys	Keys used to move the cursor or insertion point right, left, up or down on the webpage or other documents.
attachment	A file attached to an email message.
back button	The part of the browser that when clicked sends you to the last page that was being viewed. See forward button.
backspace key	A key on the keyboard that moves the cursor backward one character space.
browser	Also called web browser- the software that is used to locate, view, or access information on a website. Some examples are Internet Explorer, Safari, and Mozilla Firefox.
CD-ROM	Abbreviation for Compact Disk Read Only Memory. Used to store information for future use. A typical CD-ROM can store 650 MB (megabytes) of information, equivalent to about 450 floppy disks.
CD-ROM drive	The device used to read the information stored on the CD-ROM.
central processing unit (CPU)	The part of the computer that processes instructions and manages information throughout the computer.
click	A movement of tapping on a mouse button to cause a computer process to take place.
clip art	Illustrations, art work, and photos that are stored electronically on the computer or the Internet and can be used in documents or other computer-based work.
computer	An electronic device that manipulates, displays, stores, retrieves, and processes data.

GLOSSARY of BASIC COMPUTER and INTERNET TERMS (continued)

connect	To create a physical link using a wire, radio, wireless connection or cable between two or more devices.
copy	The process of duplicating a section of a document for later use in another location of that document or in another document.
cursor	A symbol which indicates where the next character will be displayed on the computer screen or where the next action will take place when the mouse is clicked.
cut	The process of removing an object from a document, generally with the idea of using that exact same object in a different location in that document or in another document.
data	Information, electronic information.
delete	The process of removing an object from a document or a file from the memory of the computer.
desktop	The representation of files and programs on the computer screen.
disk drive	A device that accesses or places information on floppy disks, CD-ROMs, or DVD-ROMs.
diskette	Another name for a floppy disk.
document	A file created or accessed using a computer containing text, images, sound or a combination of text, images and sound.
double click	Tapping or clicking the mouse button twice in rapid succession.
DVD-ROM	Similar to a CD-ROM but capable of containing much more information. The DVD stands for "Digital Versatile Disk" or "Digital Video Disk." A typical DVD-ROM has the capacity of approximately CD-ROMs.
email	An electronic system of sending and receiving messages based on the Internet.
exit	To close an application or software program.
file	A collection of information or data that has been organized into one unit with a name.
font	The collection of letter shapes of different sizes for one particular style. All of the letters and number shapes that share the same characteristics of appearance and style.

GLOSSARY of BASIC COMPUTER and INTERNET TERMS (continued)

font size	A number given to the particular height and width of each letter or number that represents its size. The larger the font size, the larger the number or letter will be/appear on the screen or page.
floppy disk	A magnetic storage disk that can be removed from the computer and transported to another location or computer for the purpose of transferring files or information.
floppy disk drive	The disk drive that accesses or places information on a floppy disk.
format	Specify the properties of an object, text, font, or document.
forward button	The forward button is a part of the browser that lets you move forward through websites that you have already visited. It is only available if you have already used the back button to move back through one or more websites.
hard drive or hard disk drive	A storage device used to store information within the computer, such as programs, or data. They are available in numerous capacities and speeds.
home button	A place on the web browser that when clicked, sends you back to the first page that you see when your browser is started.
home page	The first page of a website.
hyperlink	A way to cause your browser to open or view another document from within a first document. If, for example, the word browser in this paragraph was also a hyperlink, if the user clicks on the word browser, a new webpage would open with more information related to the word browser.
icon	A small picture that represents something else, such as a program or a document. Clicking on the icon causes the program to start or the document to be opened.
internet	A network of computer network that connects computers throughout the world.
keyboard	The device used to enter information and instructions into the computer, by typing using the fingers.
keys	The buttons on the keyboard.
login name	The name a user uses to enter a computer system, software program, or website.
log on	The process of "signing in" to a computer, website or program.

GLOSSARY of BASIC COMPUTER and INTERNET TERMS (continued)

menu	A list of commands or options from which the user can choose the one that is desired.
monitor	The device that displays the video signals and other information from the computer.
mouse	A device held in the hand that enable the user to enter information into the computer or to move the cursor to different locations on the desktop.
mouse button	The part of the mouse that the user clicks to perform various functions.
name	To give a name to an electronic document or file.
open	To cause a document, file, or program to be accessible to the user to read, use, view, print or change in some way.
password	A secret group of letters and/or numbers that allow the user to log on to a computer or complete a process of some type.
paste	The act of inserting information (text or a graphic for example) that had been previously copied from other part of the same document or a different document.
phish or phishing	Techniques used by unscrupulous individuals to gather personal or private financial information by misrepresenting their true identity. In a typical phishing attempt, you receive an email that looks like it's from your bank asking you to sign-in again and update information on your account. The information is not sent to the bank. It is sent to the person who is doing the phishing.
printer	The device that transfers information from the computer to a page that can be held in the hand. Can provide images and pages in color, or black and white.
program	The instructions that tell the computer what to do. A combination of large numbers of instructions into an organized set is also called an application. Different computer programs serve different functions.
save	Instructing the computer to transfer data or information from a temporary status to a more permanent storage medium. The more permanent storage medium could be a floppy disk, a CD-ROM, a hard drive or some other form of storage.
search engine	Application that helps the user locate specific information on the Internet. The user types in key words and the search engine finds those words on websites.
shut down	To turn the computer's power off.

GLOSSARY of BASIC COMPUTER and INTERNET TERMS (continued)

software	Computer programs and applications that give instructions to the computer and make the computer a usable tool.
text	The letters, words, sentences, paragraphs that are part of or make up a document.
URL	The abbreviation for Uniform Resource Locator, which is the unique address that every website has on the Internet.
web browser	Also called browser- the software that is used to locate, view, or access information on a website. Some examples are Internet explorer, Safari, and Mozilla Firefox.
web page	A document found on the Internet.
website	One or more web pages organized around a specific topic
word processing software	Computer programs or applications that are especially designed for creating documents with text.

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____ Date _____

School _____ Contact Number _____

Feedback

Course Number and/or Title of Course

Directions: Please respond to these statements. If you choose a “No” or “Sometimes” response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 185.



ATTACHMENT A

Los Angeles Unified School District

Acceptable Use Policy (AUP) for District Computer Systems Information for Students and Parents

This Acceptable Use Policy was adopted by the Board on April 25, 2006

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). **Only current students or employees are authorized to use the network.**

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

Acceptable Uses of the LAUSD Computer Network or the Internet

Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer an LAUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. **By using the network, users have agreed to this policy.** If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

- **Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;**
- **Criminal activities that can be punished under law;**
- **Selling or purchasing illegal items or substances;**

ESL Multi-Level/Using Computers and the Internet/CBET (50-04-55) December//2008, LAUSD Division of Adult and Career Education

- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
 5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**
 1. Using another's account password(s) or identifier(s);
 2. Interfering with other users' ability to access their account(s); or
 3. Disclosing anyone's password to others or allowing them to use another's account(s).
- **Using the network or Internet for Commercial purposes:**
 1. Using the Internet for personal financial gain;
 2. Using the Internet for personal advertising, promotion, or financial gain; or
 3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Penalties for Improper Use

The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the
Acceptable Use Policy of the Los Angeles Unified School District.

Date:	_____	School:	_____
Student Name:	_____	Student Signature:	_____
Parent/Legal		Parent/Legal	
Guardian Name:	_____	Guardian Signature:	_____

Please return this form to the school where it will be kept on file. It is required for all students that will be using a computer network and/or Internet access.

APPENDIX

Community-Based English Language (CBET) Technology Lesson Plans and Handouts

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CBET Technology Lesson Plan 1: Identify and Label Computer Parts

Objective: *Students will identify selected computer parts and accessories and their functions.*

Prerequisites: none

Before Class:

- Prepare 8 1/2" X 11" images of various computer parts (enlarge images from handout) or have parts of an actual computer to hold up or point to available.
- Prepare student copies of handout/worksheet, "Labeling the Parts of a Computer".

Vocabulary: Central Processing Unit (CPU), monitor, keyboard, mouse pad, mouse, on-off button, headphone jack (socket), microphone jack (socket), USB ports, floppy disk drive, CD drive or DVD drive, laser printer, ink jet printer, headset, USB flash memory, floppy disks

Warm Up/Review

Ask how many students have a computer at home. Ask how many know the names of the different parts of a computer in their own languages. Tell the students that they are going to learn the names of the different parts of a computer in English.

Introduction

Pass out worksheet with different parts of the computer that need to be labeled. Ask students to look at the different parts. Ask if anybody knows the name of any of the parts already. Call on a volunteer to name one part. Point to the correct image or computer part and demonstrate the pronunciation.

Presentation/Demonstration

Hold up each prepared image or actual computer part.

Ask students if anyone knows the name.

Call on a volunteer to name the part.

Repeat the name or say the name if no one volunteers the correct name.

Write the name on the board or on the overhead transparency.

Students copy labels on their handout.

Tell students the functions of the computer parts. (We use a printer to print a document. We use a keyboard to type. Etc.)

Practice

Put students in pairs in front of a computer (in a lab, pair up students at their computers). Identify which students are "A" and which are "B".

Model the activity with one student (You take the place of one of the pair).

One student (student A) looks at his/her labeling worksheet (already filled out from the demonstration).

Partner B's worksheet is out of sight. Partner A asks, "Where is the _____" (looking at the handout for ideas). Partner B points to the part on the computer and answers "This is the _____." (For more advanced students, they can also answer the question, "What is it for?")

Teacher monitors time, and after a suitable period instructs the partners to switch roles.

Application/Evaluation

Monitor and evaluate students as they communicate with each other.

When students have finished the practice activity, review the correct answers using the overhead transparency or by writing the answers on the board.

CBET Technology Lesson Plan 1: Identify and Label Computer Parts (continued)

Reflection

Ask students:

What did we learn today?

What do you need to practice more? How can you practice this at home?

What questions do you have?

Labeling the Parts of a Computer

Name _____

Date _____

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

11) _____

12) _____

13) _____

14) _____

15) _____

16) _____

CBET Technology Lesson Plan 2: Identify Major Computer Keys

Objective: *Students will identify the major keys on a computer keyboard.*

Prerequisites: none

Before Class:

- Prepare 8 ½" X 11" images of the various keys, draw a large keyboard on the board, prepare overhead transparencies (OHTs) of the various keys, or have an actual keyboard to hold up or point to .
- Make 1 copy of handout per pair. Cut the on the lines and scramble the pieces. Paper-clip the pieces together.
- Make additional copies of the handout-one per student.
- Prepare an overhead transparency of the handout.

Vocabulary: Keyboard, Space Bar, Enter key, Shift key, Backspace key, Delete key, Down, Up, Left, Right Arrow keys, Caps Lock key, Tab Key, Letter keys, Number Keys.

Warm Up/Review

Ask students if they know of different ways that a human can communicate with a computer. Elicit ideas like microphone, keyboard, touching as in a touch screen, etc. Tell the students that in this activity, they will learn more about one of the ways that humans “talk” with computers: the keyboard. Tell the students that they are going to learn the names of the most important keys on a keyboard in English.

Introduction

Select one key on the keyboard. Demonstrate that key by holding up an image, using a transparency, or pointing to the key on a real keyboard. Ask if anybody knows the name of the key. Ask if anybody can explain what it does (pick a fairly obvious one like the “backspace” key). After eliciting suggested answers, identify the correct name and function and review the pronunciation of the name.

Presentation/Demonstration

Pass out handout with images of the most important keys, their names, and their functions. Demonstrate how the image, name and function make up a set. Using the enlarged images, a transparency, or a real keyboard attached to a computer; review the pronunciation of the names of the keys and their functions for each target key.

If the class is in a computer lab, check comprehension by asking students to point to the various keys on their computer (“Point to the Delete key, point to the Backspace key” etc.) until students can locate the keys easily. Then ask students, “Which key to I use to send information? Which key to I use to erase letters?” Etc.

Practice

Practice One: Put students in pairs with some table space. Ask students to put away their handouts. Pass out the scrambled pieces which are paper-clipped together, one per pair. Students work with pieces face up and group the three pieces appropriately.

Practice Two: (For more advanced pairs who finish early) Students mix the pieces and place them face down on table. Students take turns playing “Concentration” game (Player flips 3 pieces at a time. If all three match, student takes all 3 pieces and another turn. If all three pieces don’t match, student returns them to their original place face down and next player takes a turn.)

CBET Technology Lesson Plan 2: Identify Major Computer Keys (continued)

Application/Evaluation

Monitor and evaluate students as they do the practice activities.

When students have finished, review the correct answers using the overhead transparency of the pieces.

Reflection

Ask students:

What did we learn today?

How will this help you when you use the computer?

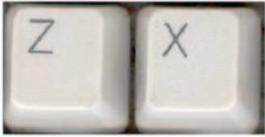
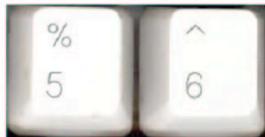
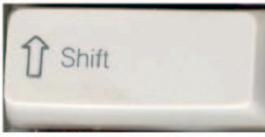
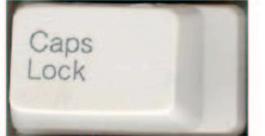
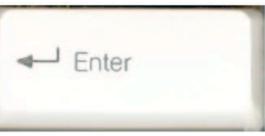
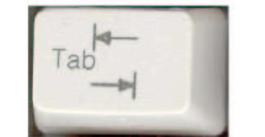
What do you need to practice more? How can you practice this at home?

What questions do you have?

CBET TECHNOLOGY LESSON #2: Identify Computer Keys HANDOUT

Matching exercise: Cut out pieces. Place face UP on table and scramble the pieces. Students arrange pieces in groups of three.

Concentration Game: Cut out pieces. Place face down on table and scramble the pieces. Player picks 3 pieces. If *all* three match, player keeps all three pieces and gets another turn.

	letter keys	Use these keys to type letters.
	number keys	Use these keys to type numbers.
	Shift key	Use this key to type a capital letter or the character at the top of a key.
	Caps Lock key	Use this key to type all capital letters.
space bar	Inserts one space (between letters or other characters) every time it is tapped.	
	Up, Down, Right and Left Arrow keys,	Use these keys to move the cursor in any direction.
	Enter key	Use this key to send information to the computer, or go to the next line of the page.
	Backspace key	Use this key to erase letters and numbers to the <i>left</i> of the cursor.
	Delete key	Use this key to erase letters and numbers to the <i>right</i> of the cursor.
	Tab key	Use this key to move the cursor 5 spaces at a time.

CBET Technology Lesson Plan 3: Basic Computer Operations Setting a Goal for the Class

Objective: *Students will identify a goal for the class and use basic computer operations to create, save, and/or print their goal.*

Prerequisites: knowledge of basic computer keys and operations (Lesson 1,2)

Vocabulary: mouse, cursor, scroll up/down, point, move, click, drag, backspace, delete, capital letters, shift, print, enter, goal

Warm Up/Review

Ask the class members why they want to learn about computers. Possible answers might be: *to help their child with school, to pay bills, to write email, to find information, etc.* Guide the discussion to how computer skills can help parents help their children in school. Write the responses so that students can see them and refer to them later. Ask students to think about one thing they want to learn to do in this class. Ask students to generate a list of places they can access computers (this class, at home, at the library, etc.)

Introduction

Write on the board.

My name is _____.

I am from _____.

I have _____ children.

I want to learn computers to _____.

I can use a computer at _____.

Ask for some student volunteers to offer their information. Write it on the board as an example.

Ask students to copy and complete the sentences for themselves on a piece of paper.

Tell the students that they are going to learn to create, save, and print a document on the computer using the three sentences they have just written.

Presentation/Demonstration

Ask students to first watch as you demonstrate, and then do the steps with you:

- Move the mouse to the start box and click
- Click on Microsoft Word or other word processing program
- Ask a volunteer student to read his sentences while you type them
- Demonstrate how to use the mouse to move the cursor.
- Demonstrate how to click the mouse to make the cursor stay in place.
- Demonstrate how to scroll up and down
- Demonstrate how to backspace and delete.
- Demonstrate how to use the enter key to go down a line
- Demonstrate how to make capital letters by shifting and typing the letter.
- Demonstrate how to save document on disk, flash-drive, or other media if feasible
- Demonstrate how to print document

Practice

Have students work on their sentences. Circulate and offer assistance as needed. Students who finish early may help other students.

**CBET Technology Lesson Plan 3: Basic Computer Operations
Setting a Goal for the Class (continued)**

Application/Evaluation

Ask students to print two copies of their goals: one to keep, and one to turn in to the instructor. Ask students to read their goals to a partner.

Reflection

Ask students:

What are your goals for this class?

What did we learn today?

How can this help you with your child?

What do you need to practice more?

What questions do you have?

CBET Technology Lesson Plan 4: Creating a Homework Chart

Objective: *Students will create a simple homework chart using basic computer operations.*

Prerequisites: CBET Lessons 1, 2, 3

Before Class:

- Create an OHT of a sample Homework Chart, or create one to show the class on the computer.

Vocabulary: click, drag, bold, italics, center, undo, table, insert, columns, rows, cell, symbol, font,

Warm Up/Review

Ask students to recall what they learned in the previous lesson

Review how to use the mouse to move the cursor.

Review how to click the mouse to make the cursor stay in place.

Review how to backspace and delete.

Review how to make capital letters by shifting and typing the letter.

Ask students if they do homework and if their children do homework. Ask them if they do homework on Monday. Write the word "Monday" on the board. Write the other days of the week on the board.

Introduction

Tell the students that they are going to make a homework checklist for their children and learn some more advanced computer operations. Show students a sample homework chart. Make sure students know the terms "rows" and "columns".

SAMPLE HOMEWORK CHART

<i>Monday</i>	☺
<i>Tuesday</i>	☺
<i>Wednesday</i>	☺
<i>Thursday</i>	
<i>Friday</i>	☺

Presentation/Demonstration

Type *Homework Checklist*.

Demonstrate how to click and drag across the words *Homework Checklist*. Demonstrate how to click on the bold key. Click it again to show how to unbold.

Demonstrate how to do the same with italics, underline, fonts, color, spell check and/or centering as per the level of the class.

Demonstrate how to click the back arrow to undo what you have done and go to the previous screen.

Call students' attention to the tools at the top of the screen.

Ask students to click on "table" and click

Demonstrate how students should drag down to "insert" and across to "table" and click.

Demonstrate how students should delete the number in the columns box and type in the number 2

Demonstrate how students should delete the number in the rows box and type in the number 5

Click "Ok" to create the table

CBET Technology Lesson Plan 4: Creating a Homework Chart (continued)

Move cursor to left cell. Click. Type in "Monday"
Move cursor to cell below. Click. Type in "Tuesday". Continue for all weekdays.
Demonstrate how students can also use the arrow keys to move the cursor.

If time, demonstrate how students can insert symbols in the right hand box (√☺) or how to mark Xs in the box.

Review how to save and/or print the document .

Practice

Have students work on their homework charts.
Students who finish early may help other students.

Application/Evaluation

Ask students to print two copies of their chart: one to keep, and one to turn in to the instructor.

Reflection

Ask students:

What did we learn today?

How can this help you with your child?

What do you need to practice more?

What questions do you have?

CBET Technology Lesson Plan 5: Understanding Email Messages

Objective: *Students will be able to identify the key components of a typical email message and email inbox.*

Prerequisites: Signed copy of the Acceptable Use Policy (AUP) on file.

Before Class:

- Make copies of the two-page student handout, "Understanding Email."
- Make an OHT of the handouts.

Vocabulary: email, message, previous, reply, forward, delete, print, from, to, subject, folders, sent, inbox, write mail, bold, unread

Warm Up/Review

Tell students that a popular use of the Internet is sending messages. Ask students if they know what messages sent on the Internet are called. Ask if anyone has ever received or sent an email message. What was it about? Who sent it? etc.

Introduction

Tell students that today they are going to learn the names of different parts of an email inbox and to learn how to view a message they've received.

Presentation/Demonstration

Distribute the handout. Using an OHT, introduce the key names and areas of the message inbox in Part A.

Practice

Ask students to complete Part B of the worksheet with a partner. Go over the answers.

Presentation/Demonstration

Draw a picture of a traditional envelope and a letter on the board. Have students help you label the different key components of the letter and the envelope (e.g. envelope, paper, return address, mailing address, stamp, signature, body of letter, etc.) Tell students that an email message has many of the same parts, but not all of them! It also has some parts that a traditional letter doesn't have.

Using the OHT, introduce the key names and functions of the received email message in Part C of the handout.

Ask the students to compare the email message to the traditional envelope and letter. Ask which parts they have in common and which parts are different.

Ask students to complete Part D of the handout individually or in pairs.

Application/Evaluation

Go over the answers to Part D in class.

CBET Technology Lesson Plan 5: Understanding Email Messages (continued)

Reflection

Ask students:

What is the most important thing you learned today?

Which of the things we saw today, do you think you or your child could use?

Who in real life could you send an email message to?

What questions do you have?

Name _____

Understanding Email Handout

Part (A)

Learn about the parts of an Email "inbox"

The screenshot shows the Gaggle.Net email interface. At the top, there are navigation icons for 'Write mail', 'Address book', 'Help', and 'Log out'. On the left, under 'Billy's Folders', there are 'Inbox', 'Sent', and 'Deleted' folders. A callout box explains that the 'Inbox' column lists new messages, while the 'Sent' folder contains messages written and sent by the user. The main area, 'Messages in 'Inbox' folder', displays a list of messages with columns for 'Subject', 'From', and 'Date/Time'. A callout box explains that new messages are bolded, while read messages are not. Another callout box explains that the 'From' column identifies the sender, and a final callout box explains that the 'Date/Time' column shows when the message arrived.

Subject	From	Date/Time
<input type="checkbox"/> Rice Art	Thelma <a7tc@gaggle.net>	Wed 3:09 PM
<input type="checkbox"/> Dvolve Digital Movie for THELMA CER	Dvolve MovieMaker <a7tc@gaggle.net>	Wed 2:40 PM
<input type="checkbox"/> You have received a Make Beliefs Comix!	makebeliefscomix@makebeliefscomix.com	Wed 1:29 PM
<input type="checkbox"/> Student Answers for Everyday Heroes Xinrong pages	support@thestudyplace.org	Wed 10:42 AM
<input type="checkbox"/> You have received a Make Beliefs Comix!	makebeliefscomix@makebeliefscomix.com	Wed 10:36 AM

Part (B) Practice

Answer questions about this Email "inbox."

The screenshot shows the 'bbakin's Folders' email interface. It features a 'Messages in 'Inbox' folder' section with a list of messages. The 'Inbox' folder is selected on the left. The message list includes subjects like '14 Child Labor in the United States', '(No subject specified)', 'Dvolver Digital Movie', 'You have received a Make Beliefs Comix!', and 'Thank you'. The 'From' and 'Date/Time' columns are also visible.

Subject	From	Date/Time
<input type="checkbox"/> 14 Child Labor in the United States	Barry ' ' kin@gaggle.net	Mon 12:11 PM
<input type="checkbox"/> (No subject specified)	Gustavo ~-7gdelao@gaggle.net~	Mon 11:06 AM
<input type="checkbox"/> Dvolver Digital Movie	Dvolver MovieMaker ~-7aildefonso@gaggle.	Mon 11:04 AM
<input type="checkbox"/> You have received a Make Beliefs Comix!	makebeliefscomix@makebeliefscomix.com	Mon 10:46 AM
<input type="checkbox"/> Thank you	Thelma <a7tcervantes@gaggle.net>	Mon 9:47 AM

Who received these messages? _____

How many unread messages are there in this Email inbox? _____

When did the "Thank you" message arrive? _____

Who sent the "Thank you" message? _____

What is the subject of the message that Barry sent? _____

Name: _____

Learn about the parts of a message you received.

Part C

Click here to start a **new** message

Click here to look at the message you got **before** this message.

Click here to look at the message you got **after** this message.

Click here to send a message **back** to the **same person** who sent you this message.

Click here to **print** this message.

Click here to **send** this message to **another person**.

Click here to **put** this message in the "trash" (erase it).

This is the email address of the person who **sent** you this message.

This is **your** email address.

This is **what** the message is about.

This is **when** you got the message.

This is the **name** of the person who **sent** you this message.

This **is** the message.

Write mail

Prev | Next | Reply | Reply All | Forward | Delete | Print

From: a7qgramos@gaggle.net (Gloria Ramos)
To: baki@gaggle.net
Subject: Not attending classes
Date: Mon 06 Aug 2007 09:59:20 PM -0700
I'm sorry for not attending classes lately. I'm not feeling very well.

Part D

Answer questions about a message you received.

bbakin's Folders: [Prev](#) | [Next](#) | [Reply](#) | [Reply All](#) | [Forward](#) | [Delete](#) | [Print](#)

Inbox From: a7qgramos@gaggle.net (Gloria Ramos)
Sent To: bbakin@gaggle.net
Deleted Subject: I will come back to class next week
Date: Fri 10 Aug 2007 05:04:11 PM -0700
Good evening Mr. Bakin,
Thank you for sending me your email message. I was sick and couldn't come to class last week. I feel much better now and will come back on Monday.

6) Who sent this message? _____

7) What is this message about? _____

Pretend this message is in YOUR inbox.

8) Write the number 8 on the place to click if you want to use your printer to make a copy of this message.

9) Write the number 9 on the place to click if you want to send a message *back* to the person who sent you this message.

10) Write the number 10 on the place to click if you don't want this message in your inbox any more (put it in the "trash").

11) Write the number 11 on the place to click if you want to send this message to *another* person.

CBET Technology Lesson Plan 6: Composing an Email Message

Objective: *Students will compose an email message to their child's teacher.*

Prerequisites: Signed copy of the Acceptable Use Policy (AUP) on file.
CBET Technology Lesson 5.

Before Class:

- Make copies of the student handout, "Composing Email", 1 per student.
- Make an extra copy of the Student Handout Part B (Blank Message Form), 1 per student.
- Make an OHT of the student handouts.

Vocabulary: email, message, from, to, subject, write mail, send, CC

Warm Up/Review

Remind students that in the previous lesson, they learned how to understand email messages. Ask students to recall what they learned in that lesson. Ask how many students have an email account? How many have received/sent email to their child's teacher? Ask if they think that email is a good way to communicate with their child's teacher.

Introduction

Tell students that today they are going to learn how to compose an email to their child's teacher.

Presentation/Demonstration

Distribute the handout. Review the key names and areas of the email message in Part A of the handout. Using the OHT of Part B of the handout, ask the class to help you compose an email to a child's teacher as you write it on the transparency. Ask students to help you brainstorm good reasons a student may be absent (illness, death in the family, emergency, doctor's appointment, etc)
Students may copy as you compose the sample email with their input.

Practice

Explain that students are now going to compose their own email message to their child's teacher on the blank message form. Read the directions for the activity and make sure students understand their task. Circulate and offer feedback and assistance as needed.

Application/Evaluation

Ask student volunteers to read their message or copy it on the board. Display the final messages for students to look at.

Reflection

Ask students:

What is the most important thing you learned today?

Which of the things we saw today, do you think you or your child could use?

Who else could you send an email message to?

What questions do you have?

Name: _____

Composing Email Handout

Part **A**

Learn about the parts of a form used to write your own Email message

This shows that you are sending the message.

This is where you write the email address of the person you want to send the message to.

This is where you write the email address of any person you want to send a **copy** of this message to.

This is where you write what the message is about.

Click here to **send** the message.

The diagram illustrates the components of an email composition form. It includes fields for 'From' (pre-filled with 'bbakin@gaggle.net'), 'To', 'CC' (with a dropdown arrow), and 'Subject'. Below these is an 'Attachments' section with a table header 'FileName Size' and a value '-- None --'. The 'Message' body features a toolbar with options for style, font, size, bold, italic, underline, bulleted list, numbered list, indent, outdent, link, unlink, insert image, insert video, insert audio, insert document, and spell check. A 'Send' button is located at the bottom right.

Notes: _____

CBET Technology Lesson Plan 7: Email Safety

Objective: *Students will be able to identify and address potential dangers with email.*

Prerequisites: none

Before Class:

- Make copies of the Email Safety and the Email Safety Jigsaw Reading handouts-one per student.
- Enlarge sections 1, 2, 3, and 4 of the Email Safety Reading Handout. Post the different sections in the four corners of the classroom so students can easily read them when they are standing in front of them. Post #1 in one corner, #2, in another corner, #3 in another corner, and # 4 in another corner or area of the room.

Vocabulary: email, password, attachment, scam, hoax, spam, links, click,

Warm Up/Review

Ask students what email is. Ask if they have ever used it. Ask if their children have ever used it.

Introduction

Ask students if email can sometimes be dangerous. Ask students to give examples of some of the dangers. Chart answers. Tell students they are going to learn how to keep themselves and their computer safe when they are using email.

Presentation/Demonstration

Go over the vocabulary and concepts from the Email Safety Handout.

Practice

Jigsaw Reading

Put students in groups of four. Assign each student in the groups a number, 1, 2, 3, 4. Pass out the Email Safety Jigsaw Reading handout. Ask students to go to their assigned reading and answer the corresponding questions. Emphasize that they are only going to get the answers for their assigned reading. Later, they will get the answers to the other questions from their fellow group members.

Have students return to their group. Each group member will share what he/she found out, while the other group members listen and use the information to complete the worksheet. Emphasize that students are not to copy answers, but to listen to their fellow group members, and write their own answers.

Application/Evaluation

Monitor and evaluate students as they do the practice activities.

When the groups have finished, go over the answers as a class.

Pass out the Email Safety Reading. If time and interest, you may elect to read it to the students and/or have the students practice reading it in pairs.

Reflection

Ask students: *What are some important things you must remember when using email?*

What is the most important thing you learned today?

What questions do you have?



EMAIL SAFETY READING

People used to send letters through the post office. Now more and more people are using their computer to send messages by electronic mail, or email. Email is a wonderful tool, but there are some things that you should know to keep yourself and your computer safe.

1. Passwords

A password is like a key. It unlocks your computer and your personal email account. Just like your house keys, you must be very careful to protect your password. It is important that you do not share your password with anyone. When deciding on a password, don't choose something that is easy to guess, like your birth date or your name. Use a combination of letters and numbers. That will make it more difficult for someone to guess your password. You should change your password often.

2. Spam

We all receive junk mail at our homes. That's the advertising that we throw away. Junk email is called "spam". If you have an email account, you will probably get spam email. The best thing to do when you receive spam is to delete it. Do not respond to this kind of email. Be especially careful if you get an email with an attachment. Attachments are documents "attached" to an email. Never open an attachment from someone you don't know. Some attachments have viruses that can harm your computer.

3. Email Scams

There are many ways criminals can try to steal from you. Sometimes they will try to fool you (to make you believe something that is not true) so you will give them your personal information. This is called a scam.

Sometimes you may get an email that looks like it's from a bank, credit card, or another well known company. It may ask you for your password or bank account information. **BE CAREFUL!!!** This is a scam known as "phishing" in which people try to steal your financial information. **NEVER** respond to an email like this and never click on any links in the email. Remember, no bank or company will ever ask you for your personal information by email.

4. Email Hoaxes

A hoax is a story that is not true. A hoax is another kind of scam. There are many email hoaxes that try to fool you so you will send money. One example might be an email from a lottery. You get a message that says you have the winning lottery number. It is worth millions of dollars. You just need to pay a fee to claim the money. Of course, when you pay the money, you don't receive anything. It is a hoax. If you get an email from someone you don't know, and it asks you to send money, do not answer it.

CBET Technology Lesson 7: Email Safety Handout Corners Jigsaw Reading Activity

Directions: Sit in a group of four students. Each person in the group gets a number 1, 2, 3, or 4. Go to the corner of the classroom with your number. Read the paragraph and answer the corresponding questions for your assigned number. Return to your group. Share your answers with the group to complete the worksheet.

1. What is a password?

What are some things you should do with your email password? What is something you shouldn't do?

2. What is spam?

What should you do when you get an attachment from someone you don't know?

3. What is a scam?

What is important to remember about "phishing"?

4. What is a hoax?

What should you do if you receive a hoax email?

CBET Technology Lesson Plan 8: Accessing the Internet (Webquest)

Objective: *Students will use LAUSD.net to access information about their child's school (or children's schools).*

Prerequisites: Signed copy of Acceptable Use Policy (AUP) on file.

Before Class:

- Preview LAUSD.net. Do the Webquest to make sure all of the steps are still accurate and the links are working.
- Prepare handouts and a transparency of the LAUSD.net Webquest.

Vocabulary: Internet, web page, browser, point, click, mouse, cursor, link, "drop-down" menu

Warm Up/Review

Ask students if they have ever used the Internet to look at webpages. Ask if they know about any organizations that have webpages (e.g., Police Department, Los Angeles Public Library, Churches).

Introduction

Tell students that the school district has its own webpage and that they're going to learn about some of the information and resources that they can find there that can help them as parents of school-age children. Tell them that in this lesson, they'll learn how to find out information about any school in the school district.

Presentation/Demonstration

Go over the vocabulary. Demonstrate the important areas of the LAUSD.net website using an LCD projector and live Internet connection. Pass out the *Webquest* handout and ask students to watch as you guide them through the example on the handout (Manual Arts CAS). Then, ask students to do it with you, as you demonstrate how to find information for your adult school. If the class seems capable, demonstrate how they can click on the address to find a map of the school. Show students how they are to find the information and fill in the blanks on the handout. Name another school and repeat the process, this time asking students to tell you what to do.

Practice

When students are comfortable, instruct students to complete the handout by looking for the other information for the other two items on the worksheet (their child's school and any other school they know about). Students can work in pairs or individually to complete the handout by using the information at the LAUSD.net website

Application/Evaluation

Monitor and evaluate students as they do the practice activities.

When the groups have finished, go over some sample answers as a class.

Reflection

Ask students:

Which website (or websites) can you use to find out information about any school in LAUSD?

What is the most important thing you learned today?

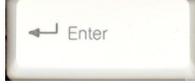
What questions do you have?

Webquest for Parents of Elementary Age Children

1. Open a browser (Internet Explorer  , Mozilla Firefox  or other)



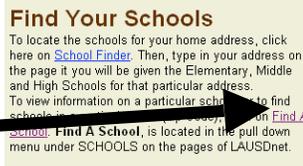
2. Type **http://www.lausd.net** into the address bar.

3. Click on the “go” button  or  or use the “Enter”  key on the keyboard.

4. Click on the “Families” link.



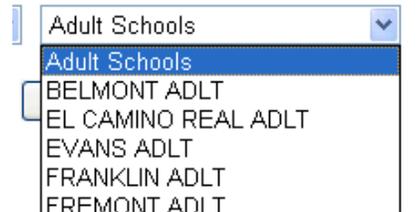
5. Click on “Find a School.”



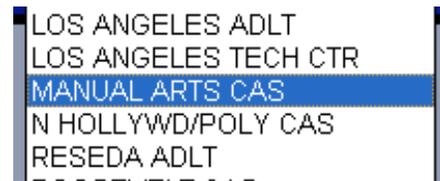
6. Click on the “down arrow” next to the category “Adult Schools.”



7. A long list of adult schools will appear. (If you’re taking this class at a Skills Center or Occupational Center, your school will be found under “Occupational Centers” not “Adult Schools.”)



8. Click on the name of your school... (in this example “Manual Arts”)



...and then on “Retrieve”



Answer the following questions about your school (Fill in the blanks): _____
 (Name of School)

What is the address of the school? _____

What is the phone number of the school? _____

Who is the Principal of the school? _____

Bonus Question – What are the major cross streets that are nearest to the school? (Hint: click on the address)

_____ and _____

Answer the following questions about another school (Your teacher will name a school):

_____ (Name of School)

What is the address of the school? _____

What is the phone number of the school? _____

Who is the Principal of the school? _____

Bonus Question – What are the major cross streets that are nearest to the school? (Hint: click on the address)

_____ and _____

Answer the following questions about a school your child attends:

_____ (Name of School)

What is the address of the school? _____

What is the phone number of the school? _____

Who is the Principal of the school? _____

Bonus Question – What are the major cross streets that are nearest to the school? (Hint: click on the address)

_____ and _____

Answer the following questions about another school (You pick a school):

_____ (Name of School)

What is the address of the school? _____

What is the phone number of the school? _____

Who is the Principal of the school? _____

Bonus Question – What are the major cross streets that are nearest to the school? (Hint: click on the address)

_____ and _____

CBET Technology Lesson Plan 9: Internet Safety

Objective: *Students will identify the potential dangers to children with regard to the Internet and describe ways to protect children who are accessing the Internet*

Prerequisites: none

Before Class:

- Make copies of the handouts-one per student.
- Prepare overhead transparencies of the handout.

Vocabulary: *download, chat, online, social networks, instant messaging (IM), software, password, webpage, email, surf*

Warm Up/Review

Ask students if they know what the Internet is. If they don't know, explain that that Internet is a system that links computers all over the world. Ask them if their children go on the Internet. Ask what kinds of things their children use the Internet for (chatting with friends, research, playing games, downloading music, etc.)

Introduction

Ask students if the Internet can sometimes be dangerous for children. Either as a class or in small groups, ask students to brainstorm the dangers that the Internet can pose to their children. If students are working in groups, students may write their answers, or simply state them depending on their level. Call time. Ask students to share their answers as you chart them. Point out that it is important for parents to keep their children safe online and today they are going to learn how to do that.

Presentation/Demonstration

Pass out the Internet Safety Reading handout. Go over the vocabulary. Read the Internet Safety Tips out loud, stopping to explain and clarify as needed.

Practice

1. Have students practice reading the Internet Safety Tips out loud in pairs. When students have finished, check their understanding by asking questions about the reading (Where should you put your home computer? What are some things children do online?)

2. Put students in groups of three or four. Distribute Group Discussion Handout. Ask students to read the scenarios on the handout and discuss their answers with their group.

Application/Evaluation

Monitor and evaluate students as they do the practice activities.

When students are finished, ask groups to share their answers. Their answers should include the following points:

Scenario 1

Point out that Sara's school uniform could let a stranger know where she goes to school and it is best not to post anything that can identify a child's whereabouts.

Scenario 2

Point out that financial information should never be shared online, especially if it is requested of you by email, and it is not a transaction that the user has initiated.

CBET Technology Lesson Plan 9: Internet Safety (continued)

Scenario 3

Point out that you can never be sure of someone's true identity on the Internet and you should never assume that someone is whom they say they are. Children should not share pictures of themselves with people they don't know without their parent's permission.

Scenario 4

Point out that the home computer should be in a high traffic area where parents can easily monitor activity.

Scenario 5

Point out that you can never be sure of a person's true identity when you meet him/her online. Children should never agree to meet in person with someone they met online.

Assign the homework.

Reflection

Ask students:

What did we learn today?

What is the most important thing you learned in this lesson?

How will you help your children be safe online?

What questions do you have?



Lesson 9: Parents' Internet Safety Tips Handout

Learn from your child:

- Find out where and when your child uses the Internet.
- Find out what your child does on the Internet (download music, social networks, instant messaging, etc.)
- Ask your child to show you what he does online and visit his favorite sites with him

If you have a computer at home:

- Put your home computer in an open area of your home
- Set clear rules for using the Internet. Write them down and post them.
- Make sure your child does not download or install any software without your permission
- Use child-safe sites like LAUSD.net to do homework

Talk with your child about Internet safety. Help your child understand he must:

- Immediately turn off the monitor and tell an adult if he/she ever sees something that makes him feel uncomfortable or scared online.
- NEVER share personal information online (address, phone, school, password) or information that would allow a stranger to find him/her
- NEVER share financial information online (credit card numbers, account numbers) without permission
- NEVER share pictures of himself/herself online without permission
- NEVER agree to meet someone he/she met online in person
- NEVER believe *everything* he/she reads on the Internet
- NEVER open emails, files, or web pages sent from people he doesn't know

Lesson 9: Parent's Internet Safety Tips

Group Discussion Activity

Group Activity: Read each scenario. Discuss the answer in your small group.

1. Sara is 10 years old. She has a personal page on MySpace that shows a picture of her in her uniform for her elementary school soccer team, the Woodland Hills Tigers. On the webpage she has her first name only and her age. Is this okay? Why or why not?
2. Josh is 15 years old and loves to download music. His mother allows him to use her credit card to download songs from a famous music provider. One day, Josh gets an email from the company. The company is asking him to send the credit card information again to verify the account. Is this okay? Why or why not?
3. Diana is 16 years old. She loves acting. She has acted in several school plays. One day, when she is chatting online, she meets a director. He is looking for an actress for the new Disney movie. He asks Diana to send a picture of herself. This could be her big chance! Is this okay? Why or why not?
4. Pedro is 12 years old. His parents have just bought him a computer. Pedro wants to put the computer in his bedroom. He tells his parents that he wants to have it quiet when he is doing his homework. Is this okay? Why or why not?
5. Frieda is 14 years old. She is very lonely. She has few friends at school, but she is on the computer all the time. She has met a boy online. He is also 14. They chat online every day for several hours. He understands her and accepts her, and now he wants to meet her in person. Frieda wants to meet this boy. He is her only friend. Is that okay? Why or why not?

HOMEWORK

- Ask your child to tell you or show you what he does online.
- Talk to your child about the rules you learned today.
- If you have a computer at home, make a list of rules for the computer.
- Visit www.netismartz.org with your child to learn more about Internet safety.

Technology Lesson Plan 10: Online Homework Resources

Objective: *Students will be able to identify appropriate online homework resources for their child.*

Prerequisites: Signed copy of the Acceptable Use Policy (AUP) on file. CBET Technology Lesson 7.

Before Class:

- Make copies of the student worksheet, "Online Homework Resources".
- Preview LAUSD.net and Factmonster.com. Do the lesson and make sure all the steps are accurate and the links are working.

Vocabulary: geography, language arts, social studies, almanac, atlas, dictionary, encyclopedia, science, subject, skills, mathematics, biography, scroll, "home", search,

Warm Up/Review

Remind students that in a previous lesson, they went on the Internet to LAUSD.net to find information about their children's school. Ask students if their children do homework. Ask how the Internet can help them and their children with their homework and study skills.

Introduction

Tell students that today they are going to explore a site that can help their children with their homework.

Write the word "Subjects" on the board. Ask the class to help you brainstorm subjects children study in school (science, math, geography, language arts, social science, etc) Then write the word "References" on the board. Define the term. Ask students what they should use when they want to find a word, a map, etc. Proceed until students have named all the relevant resources (dictionary, encyclopedia, biographies, etc)

Distribute the handout. Ask students to complete Part 1. Go over the answers. Explain that now that they know the vocabulary, they are ready to explore the LAUSD.net to find these resources.

Presentation/Demonstration

Demonstrate how students can access Factmonster.com from LAUSD.net. Click on "Students", "LAUSDnet Kids", "search", then "Fact Monster." (There is also an icon on the LAUSDnet homepage that will take you directly to LAUSDnet Kids. It's located in the lower right corner of the home page and features a hand print in red and "LAUSDnet Kids" in green.)

Explain that the list of search engines on this site is child safe. Explain that they can also access the site by typing in www.factmonster.com.

Orient the students to the home page. Ask student to just watch as you click on "Homework Center." Show them the Subjects area (geography, history, language arts, etc), the Reference Sources (Atlas, Dictionary, Encyclopedia), and Tools for School. Demonstrate how you click on the links, and how you can click on the back arrow to go back, and the forward arrow to forward. Demonstrate how you can always click home, or on the picture at the top to return to the home page.

Practice

Now do the same, and ask students to follow your directions, step by step. Make sure they understand how to return to the home page, to scroll on the page, to click on links, and to use the arrows to go back. Practice until students feel comfortable.

Technology Lesson Plan 10: Online Homework Resources (continued)

Presentation/Demonstration

When students are able to return to the home page, and feel comfortable navigating the site, demonstrate the three things they will need to do to complete Part 2 of the worksheet: look up a word using the dictionary (from home, click on dictionary, and then type the word in the search box), find information about a president (from home, click on people, then US Presidents), and find information about a state (from home, click on The United States, then The Fifty States, and then click on the state on the map or click on a state from the scroll down menu). Have students watch you demonstrate first, and then do some sample items together.

Practice

Individually, in pairs, or in groups, ask the students to complete Part 2 of the worksheet. Circulate and offer assistance as needed.

Application/Evaluation

Go over the answers to the questions together in class.

Reflection

Ask students:

What is the most important thing you learned today?

Which of the things we saw today, do you think your child could use?

What questions do you have?

LESSON 10: ONLINE HOMEWORK RESOURCES WORKSHEET

Part 1: Vocabulary

Fill in the blanks. Use the words from the word bank. Not all the words will be used.

WORD BANK

geography, language arts, social studies, almanac, atlas,
dictionary, encyclopedia, science, subject, skills, mathematics,
biography,

Example: Something you are studying in school is called a subject.

1. The study of English writing and reading is called _____.
2. If you want to find a map, look in an _____.
3. If you want to find the meaning of a word, look in the _____.
4. If you want to find out about the life story of a famous person, read his _____.
5. Things that you can do are called _____.
6. Another word (a synonym) for math is _____.
7. If you want to find information on a subject, look in an _____.

Part 2. From the home page at Factmonster.com, find the answers to these questions.

Click on the Dictionary. Type the word you want to know in the search box.

1. What is one definition of the word "gal"? _____
2. What is one definition of the word "lad"? _____
3. What is the definition of "chat"? _____

LESSON 10: ONLINE HOMEWORK RESOURCES WORKSHEET (continued)

From the home page, click on "People". Then click on "US Presidents".

1. What is George Washington's birth date? _____
2. What is George Washington's birth place? _____
3. What is Abraham Lincoln's birth date? _____
4. What is Abraham Lincoln's birth place? _____
5. What is John F. Kennedy's birth date? _____
6. What is John F. Kennedy's birth place? _____

Bonus

From the home page, click on "United States". Then click on "The Fifty States", then click on the state either on the map, or on the scroll down menu.

1. What is the capital of Oregon? _____
2. What is the capital of Florida? _____
3. What is the capital of Arizona? _____

Technology Lesson Plan 11: Searching the Internet for Information

Objective: Students will be able to use a child-safe search engine to find information and sites. Students will be able to print a page from the Internet.

Prerequisites: Signed copy of the Acceptable Use Policy (AUP) on file. CBET Technology Lesson 10.

Before Class:

- Make copies of Student Handout – 1 per student.
- Review the links and make sure they are still working

Vocabulary: Internet, search, search engine, topic, print, link, scroll,

Warm Up/Review

Remind students that in the previous lesson, they went on the Internet to Factmonster.com to find homework resources for their children. Ask students to tell you what their children are interested in or have been studying in school. Chart their answers to refer to later.

Introduction

Ask students if they know what a search engine is. Explain that it is a program that helps you find things on the Internet. Ask if they know any (Google, Yahoo, etc.) Tell students that today they are going to learn how to search the Internet and print information.

Presentation/Demonstration

Demonstrate how students can access Factmonster.com from LAUSD.net. Click on “Students”, “LAUSDnet Kids”, “search”, then “Fact Monster.” (There is also an icon on the LAUSDnet homepage that will take you directly to LAUSDnet Kids. It’s located in the lower right corner of the home page and features a hand print in red and “LAUSDnet Kids” in green.)

Explain that the list of search engines on this site is child safe. Explain that they can also access the site by typing in www.factmonster.com.

Choose a suitable topic from the charted examples in the warm up. Demonstrate how to type in the item in the “search” box. Show students how they can click on the links to get the information and how they can use the back arrow to go back. Explain that this is how students can search for information about different topics. Show students how they can scroll to the bottom of the page and click on the “print” button to print the information.

Now do the same with another example, and ask students to follow your directions. Make sure they understand how to return to the home page and to use the arrows to go back. Once students are comfortable, you can tell them their assignment is to find information on the Internet and print it out.

Practice

Distribute the handout to students. Read the directions. Circulate and offer assistance as students search the Internet and print their documents. Once students have printed their documents, ask them to show their partner.

Application/Evaluation

Go around the room and ask students to show the document they printed.

Technology Lesson Plan 11: Searching the Internet for Information (continued)

Reflection

Ask students:

What is the most important thing you learned today?

How can this help you help your children?

What questions do you have?

Lesson 11: Searching the Internet and Printing a Document

STUDENT HANDOUT

To get to the child-safe search engines at LAUSD.net, type in www.lausd.net into your browser window.

Click on the box that says “Students”.

Click on LAUSDnet for kids.

Click on the “Search the Net” link

Click on the Factmonster link.

Searching the Internet

1. What country are you from? _____

Type in your country in the “search” box.

Click on some of the links. Click the back arrow to go back.

When you find a page you like, scroll to the bottom.

Click on the “print” button. Go to the printer and get your document.

2. What is a topic your child is studying in school? _____

Type the topic in the “search” box.

Click on some of the links. Click the “ back “ arrow to go back.

When you find a page you like, scroll to the bottom.

Click on the “print” button. Go to the printer and get your paper.

3. Pair Activity

When you have your documents, find a partner. Show your partner what you found on the Internet. What did you learn?

Technology Lesson Plan 12: In Class Parent Child Activity- Browsing the Internet

Objective: *Students will browse the Internet with their children to find information and sites of interest.*

Prerequisites: Signed copy of the Acceptable Use Policy (AUP) on file. CBET Technology Lesson 11.

Before Class:

- Make copies of Student Handouts – 1 per student.
- Make an OHT of the Student Handouts
- Review the links and handout directions to make sure they are still working
- Prepare three signs. One sign should read “Elementary School”, the other should read “Middle School”, and the other should read “High School”. Post three signs in the three areas of the room.

Vocabulary: Browse, scholarship, financial aid, CAHSEE, graduation requirements, SAT, PSAT,

Warm Up/Review

If the class includes children who will be participating with their parents, welcome them. Ask parents and children to sit in the area of the room (elementary school, middle school, and high school) that pertains to them. Parents who have children in different schools will have to choose one. Ask the parents and children to introduce themselves to each other.

Introduction

Ask the children to tell the class what they use computers for. Ask the parents to tell the children what they have learned to do in the class. Ask students if they know what the word “Browse” means. Browse means to just look and explore for fun. Tell the class that today they are going to “browse” the Internet for information and activities that they can do with their children. Parents and children will work together. If parents are in class without children, they can work alone or with a partner.

Presentation/Demonstration

If needed, review how to access the Internet, navigate a page, click on links, go back, print documents, etc.

Pass out the handouts. Go over the vocabulary. Demonstrate/review how students can access LAUSD.net and LAUSDnet Kids. Ask class to recall the things they have done at LAUSD.net (found information about schools, searched the Internet, used homework resources). Explain again that this site is pre-screened and safe for children.

Call attention to the Elementary School parents and children. Read the directions on the handout. Demonstrate how they can browse LAUSD.net for activities. Demonstrate how they should browse the sites. Using an OHT, demonstrate how they are to fill out their handout after they have browsed the sites with their children.

Follow the same procedure for the Middle School parents and children. Read the directions on the handout. Demonstrate how they can find online magazines via the LAUSD.net site. Demonstrate how they can type in the address <http://kidshealth.org> to access the Kids Health site. Using an OHT, demonstrate how they are to fill out their handout after they have browsed the sites with their children.

For the high school parents and children, demonstrate how they can access these links from LAUSD.net by clicking on “Students” and then scrolling down to the bottom to the links under “College & Career Info”. Using an OHT, demonstrate how they are to fill out their handout after they have browsed the sites with their children.

Practice

Circulate and offer assistance as parents and students browse the Internet.

Technology Lesson Plan 12: In Class Parent Child Activity- Browsing the Internet (continued)

Application/Evaluation

Ask students to tell the class (or a partner) what sites they visited and what they learned.

Reflection

Ask students:

What is the most important thing you learned today?

What can you and your child do together on the Internet?

What questions do you have?

What do you want to learn more?

CBET Technology Lesson Plan 12: In Class Parent Child Activity Browsing the Internet Handout

Here are some activities that parents and children can do together in class or outside of class as homework. If you have your child here with you today, explore these activities together. If your child is not in class, browse these sites and think about how they can help you and your child.

For Parents of Elementary School Children

Browse [LAUSDnet Kids](#) to locate an activity to do at home with child (coloring page, recipe, craft project). Print out the activity. To get to the site from LAUSD.net, click on “Students”, then “LAUSDnet Kids”, then “Just 4 Fun”.

What site(s) did you visit?

What activity did you find to do?

How can this activity help your child with school?

OR

Read a story together at www.storylineonline.net.

Storylineonline.net is a site in which famous actors read children’s books out loud. At the end of the story, there are activities which include questions to discuss stories.

Story Discussion:

What story did you read?

What was the story about?

What was your favorite part of the story?

Did you like this story? Why or why not?

**CBET Technology Lesson Plan 12: In Class Parent Child Activity
Browsing the Internet Handout (Page 2)**

For Parents of Middle School Children

Use LAUSD.net to read a kid's magazine like "National Geographic for Kids", "Time Magazine for Kids" or "CNN Student News". Read an article, play a game, or do an activity from the online magazine. To find an online magazine from LAUSD.net, click on "Students", click on "LAUSDnet Kids", click on "News & TV", then click on a link under "Online Magazines".

What site(s) did you visit?

What did you find on the sites?

What did you like about this activity?

OR

Learn about your health by browsing the website <http://kidshealth.org>. Click on "Teens". Browse the site to find out about growing up, dealing with feelings, eating healthy, recipes, games, and more.

What did you do on this site?

What did you learn?

What did you like about this site?

**CBET Technology Lesson Plan 12: In Class Parent Child Activity
Browsing the Internet Handout (Page 3)**

For Parents of High School Children

1. Choose something you would like to learn more about from the list below. Go to LAUSD.net. Click on "Students". Then click on links under "College & Career Info". If you see something interesting, you can print it out.

For all high school students...

- Find and print LAUSD graduation requirements
- Find CAHSEE (California High School Exit Exam) information and resources.
- Research career choices
- Find information about Division of Adult and Career Education resources (occupational centers, skills centers, etc.)

For high school students who want to go to college...

- Find information on the PSAT/SAT/NMSQT exams (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test).
- Find information about colleges and universities.
- Find financial aid information.
- Find scholarship information

What site(s) did you visit?

What did you find on the sites?

What did you learn?

REQUIRED DOCUMENTS

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LAUSD CBET PRE/POST COURSE PARENT SURVEY INSTRUCTIONS
for the
ESL Multi-Level/Using Computers and the Internet/CBET Course

The CBET Tutoring Pre/Post-Course Parent Survey is to be collected for every student enrolled in ESL Multi-Level/Using Computers and the Internet (50-04-55).

The **Pre-Course Parent Survey** should be filled out at the first class meeting if feasible.

- Distribute the surveys to the students. You may elect to preprint the school name, teacher name, date, and class/section number, and to check to indicate that this is a pre-course survey.
- Ask students to write their full names and SIS number.
- Use the example question to explain the three choices (yes, no, a little) and to demonstrate how to check the appropriate box. Make sure students know that they are to check only one box.
- Read each item. Explain and clarify as needed. Help students understand that these are the skills that they will be learning in the class and they are not expected to know them at this point.
- When the survey is complete, demonstrate how students are to count all the yeses, all the nos etc., and write the total in the box at the bottom. Ask them to sign the completed form.
- Put the completed Pre-Course Parent Survey in the student's CBET Student Folder, which remains at school.
- At the conclusion of the course, students will fill out the same survey, this time called the **Post-Course Parent Survey**. Follow the same procedure cited above. As you read through each item, remind students of what you did in class to learn those skills. Again, have the students count and record the number of yeses, nos, etc, and sign the form. Put this Post-Course Survey in the student's folder.

Collection of the Pre/Post-Course Parent Survey is an important accountability measure. Make every effort to collect the surveys for all students.



LAUSD CBET Computer Pre-/Post-Course Parent Survey

_____ Pre Course Survey _____ Post Course Survey

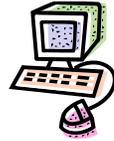
Name:	Date:
School:	Teacher:
SIS Number:	Section Number:

Read the sentences. Check one box for each sentence.

EXAMPLE: I can speak English.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input checked="" type="checkbox"/> a little
1. I can say the names of parts of a computer.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
2. I can say the functions of parts of a computer.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
3. I can use many of the keys on a computer keyboard.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
4. I can use a computer to make, save and print a document.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
5. I can make a homework chart on the computer.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
6. I can say the names of the parts of an email message.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
7. I can say what each part of an email inbox is for.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
8. I can write an email letter to my child's teacher.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
9. I can make my computer and my information safe from dangerous email.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
10. I can use <u>LAUSD.net</u> to get information about schools.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
11. I can talk to my child about dangers on the Internet.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
12. I can get homework help for my child on the Internet.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
13. I can find child-safe websites and information for my child on the Internet.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> a little
TOTAL NUMBER			

Student Signature: _____

ESL Multi-Level/Using Computers and the Internet/CBET (50-04-55) December//2008, LAUSD Division of Adult and Career Education



Encuesta para Padres sobre Pre/Post Curso CBET de Computación del LAUSD

_____ Encuesta Pre Curso _____ Encuesta Post Curso

Nombre:	Fecha:
Escuela:	Maestro:
Número SIS:	Número de la Sección:

Leer las oraciones. Marcar una casilla por cada oración.

	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input checked="" type="checkbox"/> un poco
Ejemplo: Puedo hablar español.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. Puedo nombrar las partes de una computadora.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Puedo nombrar las funciones de las partes de una computadora.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Puedo usar muchas de las teclas en el teclado de una computadora.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Puedo usar una computadora para crear, guardar e imprimir un documento.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Puedo crear en la computadora un gráfico con las tareas asignadas para el hogar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Puedo nombrar las partes de un mensaje por e-mail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Puedo decir para qué es cada parte de la bandeja de entrada del e-mail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Puedo escribir una carta por e-mail al maestro de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Puedo proteger mi computadora y mi información de e-mails peligrosos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Puedo usar el LAUSD.net para obtener información sobre las escuelas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Puedo hablar con mi hijo acerca de los peligros en el internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Puedo obtener en el internet ayuda para las tareas de mi hijo asignadas para el hogar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Puedo hallar páginas web e información en internet que sea apropiada para los niños.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NÚMERO TOTAL			

Firma del Estudiante: _____

CBET Tutoring Log Student Folder Instructions

The folder will be used to store the student's weekly tutoring logs. For students in the CBET Tutoring Class (ESL Multi-Level/Using Computers and the Internet/CBET), the Pre/Post-Course Parent Survey may also be kept in the folder.

- Create a folder for every CBET student in class by stapling the CBET Tutoring Log Student Folder Cover Sheet to the front of a manila folder. You may elect to preprint the adult school name, semester/trimester, year, teacher's name, class name, and section number on the CBET Tutoring Log Student Folder Cover Sheet.
- It is recommended that you affix a preprinted SIS label with the student's name to the tab of the folder. Copy the student's SIS number in the appropriate box of the CBET Tutoring Log Student Folder Cover Sheet.
- In class, ask the students to fill in their name and children's information, and to sign the cover form. Collect the folders, which are to remain at school.

Tutoring Log Instructions

Filling out the CBET Tutoring Log should be part of the weekly classroom routine for every CBET student. Students should be encouraged to keep a personal record of tutoring activities so that when they are asked to complete the tutoring log, the information is as accurate as possible. Although each tutoring log covers four weeks, the students should fill out the Tutoring Log one week at a time. The logs should be stored inside the CBET Student Folder, which remains at school. Add new logs as needed.

- Make copies of the CBET Tutoring Log with the adult school name, semester/trimester, year, teacher's name, class, and section number preprinted. (The Tutoring Log is designed to be double-sided, with pages one and two printed back-to-back)
- Distribute Tutoring Logs to the students.
- Instruct students to fill in their name and sign the form. You may ask the students to write the applicable weekly dates at the top of the box, or you may elect to preprint those dates for them.
- Instruct students to answer the 4 yes/no questions and fill in the total weekly hours and minutes that they participated in each tutoring activity. Have students total the hours and minutes of all tutoring activities at the bottom of the box.
- Collect the tutoring logs and put them in the Student Folders which are to remain at school.

Staple to front of CBET student's folder

LAUSD Division of Adult and Career Education

CBET Tutoring Log
Student Folder Cover Sheet

ADULT SCHOOL INFORMATION

ADULT SCHOOL	SEMESTER/TRIMESTER	YEAR
---------------------	---------------------------	-------------

Adult Teacher's Name:	Class:
Section Number:	Adult Student Name:
Adult Student Signature:	SIS Number:

K-12 CHILD'S INFORMATION

Name	School	Age	Grade Level

LAUSD Division of Adult and Career Education
Community-Based English Tutoring Log

Adult School	Semester/Trimester	Year
---------------------	---------------------------	-------------

Adult Teacher's Name:	Class/Section Number:
Adult Student Name:	Adult Student Signature:

Dates for Week of _____ **to** _____

This week I read with my child/children.	Yes No	If yes, how much time? Hours ____ Minutes ____
This week I helped my child/children with school/homework.	Yes No	Hours ____ Minutes ____
This week I talked with my child/children about school.	Yes No	Hours ____ Minutes ____
*Other (write in activity)	Yes No	Hours ____ Minutes ____
TOTAL FOR WEEK		Hours ____ Minutes ____

Dates for Week of _____ **to** _____

This week I read with my child/children.	Yes No	If yes, how much time? Hours ____ Minutes ____
This week I helped my child/children with school/homework.	Yes No	Hours ____ Minutes ____
This week I talked with my child/children about school.	Yes No	Hours ____ Minutes ____
*Other (write in activity)	Yes No	Hours ____ Minutes ____
TOTAL FOR WEEK		Hours ____ Minutes ____

*Other activities may include visit to library, museum, bookstore, etc., volunteering at school, K-12 school activity, speaking with child's teacher, using a computer with child, etc.

Dates for Week of _____ **to** _____

This week I read with my child/children.	Yes No	If yes, how much time? Hours ____ Minutes ____
This week I helped my child/children with school/homework.	Yes No	Hours ____ Minutes ____
This week I talked with my child/children about school.	Yes No	Hours ____ Minutes ____
*Other (write in activity)	Yes No	Hours ____ Minutes ____
TOTAL FOR WEEK		Hours ____ Minutes ____

Dates for Week of _____ **to** _____

This week I read with my child/children.	Yes No	If yes, how much time? Hours ____ Minutes ____
This week I helped my child/children with school/homework.	Yes No	Hours ____ Minutes ____
This week I talked with my child/children about school.	Yes No	Hours ____ Minutes ____
*Other (write in activity)	Yes No	Hours ____ Minutes ____
TOTAL FOR WEEK		Hours ____ Minutes ____

*Other activities may include visit to library, museum, bookstore, etc., volunteering at school, K-12 school activity, speaking with child's teacher, using a computer with child, etc.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
