REP

ESL Curriculum for Adults

===RESOURCES=== ▼

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REEP TECHNOLOGY CURRICULUM

Unit Goals, Target Skills, and Skills Assessment

- **Overall Unit Goal:** Use computers for language development and lifelong learning
- **Target Skills:** Basic computer skills; Word processing skills; Internet navigation skills & email
- **Skills Assessment:** Assessment Worksheet | Partner Interview activity | Can Do list activity

Technology	Functions &	Resources & Activities

Objectives	Vocabulary	Level of English proficiency necessary: **B**=Beginning, **I**=Intermediate, **A**=Advanced *Note: Demonstrate each skill using realia.*
BASIC COMPUTER SKILLS		
1. Identify parts of the computer, computer accessories & common software icons. **Back to Top**	computer CPU software internet email website monitor screen mouse mouse pad keyboard headphones microphone printer click USB port	**Resource** - 100-150 Intro to Lab lesson plan - REEP Lesson Plan for your first day in the lab. **Activity:** Collage (B) Pre-lab, using old magazines and/or computer catalogs, ask students to cut out and label pictures of various technologies (eg: computer components, digital cameras, laptops, cell phones, pagers, calculators, hand-held devices, gadgets, etc.). Make a class collage with these pictures and labels and display it in the classroom or computer lab. **Activity:** Discussion (B, I, A) Pre-lab, work with students to identify their rights and responsibilities as users of computers and the Internet, both as consumers and with respect to their use of REEP labs & technologies. **See this applied in the Work-Tech Modules (2012)**.
2. Turn the computer On and Off.	button, switch, on off, shut down, click menu, window, exit	**Resources:** Ready-to-print materials from Santa Ana College, School of Continuing Education: Computer Basics 2 **Lesson Plan** (B): Quick & straightforward, this lesson can be found by scrolling down to Susan Gaer's article "Integrating Computer Skills into Low Level ESL." Activity handouts for lifeskill "*I help maintain the lab.*" worksheets: **100-300 Win2003** | 100-300 Win7 | **100-300 spot difference** | **300-650 Win2003** | 300-650 Win7
3.Use the mouse to point, click & drag.	drag, scroll, single click, double click, right click, left click, point to	**Resources:** Ready-to-print materials from Santa Ana College, School of Continuing Education: Computer Basics 1 Mousing visuals (B, I, A) Print out this large-scale pointer, hand, and hourglass to raise students' awareness of how their cursor can change shape and function. (Try mounting the pointer and hand on to opposite sides of a manilla folder for easy demonstration of how the pointer changes to a hand when it is positioned over an active link on a webpage. Find more resources on our REEP Student Links page.
4.Identify and demonstrate use of	letters, numbers, text, punctuation, backspace, delete, space bar, shift,	**Resource:** *Keystrokes to Literacy: Using the Computer as a Learning Tool for Adult Beginning Readers* Keyboarding manual.

basic keyboard keys and functions. Back to Top	caps lock, tab, enter, arrow keys, punctuation keys, scroll	**Activity**: Introduce your students to keyboarding software if it is available in your lab. **See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
Technology Objectives	**Technology Functions & Vocabulary**	**Resources & Activities** **Level of English proficiency necessary:** **B**=Beginning, **I**=Intermediate, **A**=Advanced *Note: Demonstrate each skill using realia.*
WORD PROCESSING SKILLS		
5. Access a word processing program and open a new document.	word processing, icon, program, drop down menu, open, new	**Activity:** Using an open document, have students identify the locations and functions of the tools on the toolbar. **Resource**: Introducing your students to Microsoft Word **Resource**: Icon idenification worksheets for MS Word **See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
6. Enter and format text.	highlight, select, bold, underline, italics, center, font size, delete, enter, capitalize, backspace, shift, space, tab, type, number keys, punctuation keys, cut, paste, spellcheck	Review mouse & keyboard functions (see resources above). **Typing software:** *Alphabet* software typing units (B) *Typing Tutor*, *Microtype* (B,I,A) **Activity:** Students complete a resume from a template or construct a simple resume (I,A). In Word, click on File, New, Other Documents, then choose the Resume Wizard icon from the list of options and follow the on screen instructions to create a customized resume. **See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
7. Save and exit a document in a word processing program.	save, save as, close exit, document, C: drive, A: drive, flash drive, removable drive, hard drive, browse, file name, choose	**www.GCFLearnFree.org**. **See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
8. Retrieve and print saved documents.	find, save, print preview, print, printer, open	**Resource**: Icon idenification worksheets for MS Word Find more resources on our REEP Student Links page.

9. Use the Help menu to solve a word processing problem.	menu, topic, list, alphabetical order	**Activity:** Write various problems on index cards. Ask students to choose a card and use the Help Menu to find the solution. Have students present their problems and solutions to the class orally and/or in writing. Find more resources on our REEP Student Links page.
Technology Objectives	**Technology Functions & Vocabulary**	**Resources & Activities** **Level of English proficiency necessary:** **B**=Beginning, **I**=Intermediate, **A**=Advanced *Note: Demonstrate each skill using realia.*
INTERNET NAVIGATION SKILLS		
10. Identify the parts of a web page and website addresses	http://, www, "dot", .com, .gov, .org, .edu, .net, URL, web address, modem, ISP, DSL, web site	**Activity:** Discuss what one needs to access the Internet. Ask students if they know any web addresses and write them on the board. Discuss the three parts of the address and how to say each part. Show how to write a web address-- lower/upper case sensitivity, no spaces, define endings (domains). **Activity:** Using recent magazines, have students find web addresses, write them out, dictate them to a partner, and check for accuracy. **Resource**: Ready-to-print materials from Santa Ana College, School of Continuing Education: Internet Basics 1 **See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
11. Access the Internet by using a browser icon or the Start menu.	Internet Explorer, Chrome, Firefox, World Wide Web (www), Internet, browser, website, icon, doubleclick, launch/start	**See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
12 .Given a web address, (URL) access the approriate web site using a web browser.	Website, home page, browser, URL, web page, web address, link	**Lesson:** Explore Your Area relevant to the life skill topic of Community. **Resource:** The Web At-a-Glance Learnthenet.com (B,I) offers step-by-step online tutorial for the web novice. Clear, easy to understand language, excellent graphics. Built-in exercises let students test their understanding. Covers all the topics needed to get started surfing the web. Be sure to check out the Master the Basics portion of this site. **Activity:** Internet Treasure Hunt (B,I) A great way to practice searching for information on the web. **Resource:** (I, A) Internet Lessons for ESL Students This website contains 14 lessons on using the Internet. Lessons may be done in sequence or individually.

		Resource: Glossary of Terms A searchable glossary of computer & Internet terms useful for students and teachers alike! **See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
13. Navigate and find information on a particular web site by scrolling, clicking on links, and using the browser navigation and drop down menus. Back to Top	navigate, menu, button, scrolling, scroll bar, minimize, maximize, back, forward, restore	**Resource:**Introduction to the WWW and Online Services (I,A) An online PowerPoint slide show. May be shown as a pre-lab activity. **Activity:** Go the the CNN web site and find the local weather or weather in another country (click on Weather and enter zip code) (B,I,A) or find headlines and share (I,A). **Activity:** Click here for treasure hunts **See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
14. Complete and print out online forms.	insert, complete, drop down menu, radio button, print, tab keyboard function, submit, clear, cancel, accept Additional vocabulary depends on the language of the form.	**Activity:** (B,I,A) Print out email account setup form from Yahoo or Hotmail. Have students fill it out as a pre-lab worksheet.(You may wish to demonstrate the exercise on an overhead transparency). In the lab, have students fill out the form online with the information they wrote on their worksheets. This activity provides students with a practical exercise that leads to immediate results. **Activity:** (B,I,A) Print out Mapquest form for driving directions and use as in the e-mail activity above. Again, you may wish to demontrate how to fill out the address forms by using an overhead transparency. In the lab, have students find directions to school or other locations. **See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
15. With assistance, set up a personal email account. Back to Top	login id, password, secret, private, accept, submit, scroll up, scroll down, cancel, @ (at), underscore, "dot"	**Printable online form** to help students create and use email accounts **Activity:** Compare and contrast web addresses and e-mail addresses using worksheet or oral activities. Have students write out and say each type of address. **Resource**: How Email Works Level: Advanced, can be adapted for students at lower levels. Features "anatomy of an email message" and "understanding web addresses." **See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
16. Use email to send and receive	send, receive, reply, forward, subject,	**Activity:** Set up email pen pals within or between classes.

messages.	attach(ment), pop-up ad (and vocabulary particular to a given email account)	**See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.
17. Use a web directory to find infomation.	web directory, categories, general/broad, specific/narrow, search	**Activity:** Pre-lab, look at a prinout of a web directory home page (e.g.: Yahoo.com) and ask questions about the categories. **Activity:** Have students scroll down to the Local Yahoo section and plan an outing for the class using the restaurant and/or museum listings. If possible, have the class vote on the outing they wish to take, and follow through by actually going out as a group.
18. Using a search engine, use key words to find information. **Back to Top**	search engine, key word, search, home page, http, link, online, categories, matches, general/broad, specific/narrow	**Activity:** To introduce students to the concept of a keyword search, show a printout of a search engine (e.g.: www.google.com, provide keywords... **Resource:** Ready-to-print materials from Santa Ana College, School of Continuing Education:Internet Basics 2 **See this applied in the Work-Tech Modules (2012)**. Find more resources on our REEP Student Links page.

Annotated Bibliography of Unit Websites: Click Here

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