GED-i

⬭ Student Manual

www.ged-i.org

Fall 2007

Section 5: Module Descriptions

Section 6: Web-Based E-Mail

What do people want to know about the GED Test series? The essentials can be boiled down to one question: "What type of information is included on the GED?" The GED Test development staff has compiled some answers for the question regarding each of the five tests in the GED battery.

What Does the GED Test Include?

The Test of General Educational Development (GED Test) continue to measure the outcomes of a four-year program of secondary school education in the United States and Canada. The GED Test series uses the most up-to-date, widely used secondary school curriculum standards and standardized assessment practices available.

As with previous GED Tests, the current test series covers the core academic areas of language arts, social studies, science, and mathematics. GED candidates still compose a timed essay on an assigned topic as part of the Language Arts, Writing Test.

Developed by committees of professional educators and test specialists in each subject area, the GED Test is administered to graduating high school seniors to establish the passing standard. Individual states, provinces, and territories may set a passing standard higher than, but not lower than, the mark established by the GED Testing Service.

The GED Test series follows the original purpose of providing a basis for conferring a high school equivalency diploma on adults who have not graduated from traditional high school.

The GED Test

GED candidates will encounter more business-related and adult-context information texts across all five tests than on the previous GED Test series.

The information reflects the impact of welfare-to-work legislation and the increased emphasis on academic standards in the K-12 community.

The Language Arts, Writing Test has an increased emphasis on organization, and a new scoring scale for Part II, has been implemented, the timed essay portion.

The GED Mathematics Test has two booklets. Part I permits the use of a calculator; Part II does not. Candidates must complete both parts of the test to earn a score. All GED candidates use the Casio fx-260 Solar calculator during testing. Candidates will have an opportunity to practice using the calculator before testing begins.

On the GED Social Studies Test, U.S. GED candidates can count on seeing at least one excerpt from the Declaration of Independence, the United States Constitution, the Federalist Papers, and/or a landmark Supreme Court decision.

Candidates continue to read and interpret fiction and nonfiction, prose, poetry, and drama from a variety of cultures and time periods on the Language Arts, Reading Test; however, nonfiction includes business-related documents.

The GED Science Test, calling upon the National Science Education Standards framework, asks candidates to select the best way to set up an experiment, interpret others' results, analyze experimental flaws, apply scientific conclusions to their personal lives, and use the work of renowned scientists to explain everyday global scientific issues.

For more detailed information about what is covered on the GED Test series, and how it will differ from the prior test series, refer to the following sections in this manual:

- Language Arts, Writing
- Language Arts, Reading
- Mathematics
- Science
- Social Studies

Language Arts, Writing

What Is Tested?

Language Arts, Writing includes of two tests. Part I consists of 50 multiple-choice questions that require you to revise and edit workplace, how to, and informational documents. Scores are combined with those of Part II and reported as a single score.

Questions from Part I are divided among the following three question types: correction, revision, and construction shift. These questions address the following content areas:

Organization (15%): Restructure paragraphs or ideas within paragraphs, identify topic sentences, create unity and coherence in the document.

Sentence Structure (30%): Correct sentence fragments, run-on sentences, comma splices, improper coordination and subordination, misplaced modifiers, and lack of parallel structure.

Usage (30%): Correct errors in subject-verb agreement, verb tense, and pronoun reference.

Mechanics (25%): Correct errors in capitalization, punctuation, spelling (restricted to errors related to possessives, contractions, and homonyms).

Part II
The second part of the Language Arts, Writing Test consists of writing an essay on a general topic. Part II assesses your ability to write about a familiar subject and requires you to present your opinion or views about the assigned topic.

You will have 45 minutes in which to plan, write, and revise your essay. Two trained readers will score your essay on the basis of the following features:

 • well-focused main points.
 • Clear organization.
 • Specific development of your ideas.
 • Control of sentence structure, punctuation, grammar, word choice, and spelling.

Each reader will score your essay on a 4-point scale and the scores will be averaged to find your final score. If you earn a final score of less than 2 on the essay, you must retake both Parts I and II of the Language Arts, Writing Test. Also, you must write only on the assigned topic; if you don't, your essay will not receive a score, and you will have to retake both parts of the test.

Language Arts, Reading

What Is Tested?

The passages on the new GED Language Arts, Reading Test continue to reflect diversity in perspective (i.e., gender, ethnicity, age, and region). As in the past, they range from 300 to 400 words. There also will be one poem (8 to 25 lines) and one piece of drama on every test.

Interpreting Literature and the Arts is now Test 4: Language Arts, Reading. The Writing and Reading tests are preceded by "Language Arts" to indicate that the two tests belong to the same academic subject and are interrelated.

One of the Literary Text passages includes at least one comparison/contrast question. This question is written to include text that can be compared/contrasted with the original passage. One of the Nonfiction Prose passages is a business-related document, such as an excerpt from an employee handbook or training manual. Viewing will be addressed in a textual manner. One of the Nonfiction Prose passages uses a selection drawn from articles, editorials, and so forth about visual representation; however, graphics will not be used on this test.

Besides redefining comprehension, the percentage allocations for the cognitive levels using Bloom's taxonomy are as follows: 20% comprehension, 15% application, 30-35% analysis, and 30-35% synthesis.

Mathematics

What Is Tested?

Measurement, algebra, geometry, number relations, and data analysis are still tested on the new series of GED Mathematics tests. However, the emphasis on these areas differs from the 1988 test series with more emphasis on Data Analysis and Statistics. The GED Mathematics Test continues to consist of 25% set-up questions. These are questions that do not require the candidate to calculate the response, but rather to identify the correct way to solve a problem.

The GED Mathematics Test is presented in two booklets. Part I permits the use of a calculator; Part II does not. Each part of the test will be equally weighted; therefore, a candidate must complete both parts of the test to receive a score. If a candidate doesn't successfully complete both parts of the test, he or she will have to take both parts again. A scientific calculator is provided to the candidate for use on Part 1. There will be several sample questions prior to the actual test administration to permit the candidate to practice with the calculator.

By permitting calculator use, the GED Testing Service has opened the door to increased realism in the types of mathematics problems, multi-step problems, and technology that are more common in the workplace. Approximately 20% of the items are alternate format (not multiple-choice). Alternate format items are included on both parts of the test. Item sets (several items corresponding to one graphic or other stimuli) play an increasingly important role. Multiple pieces of information are effectively communicated through graphics such as pie charts, bar graphs, and tables. The GED Mathematics Test includes many questions that require the candidate to access information from single sources, such as the charts and graphs.

Science

What Is Tested?

The Science Test consists of 50 multiple-choice questions in the following content areas:
- Physical Science (physics and chemistry) (35%)
- Life Science (45%)
- Earth and Space Science (20%)

Test questions require candidates to understand, interpret, or apply information that is provided on the test or that is learned through life experience. The information may be presented in a paragraph, chart, table, graph, map, or figure. The GED Science Test incorporates the National Science Education Content Standards (i.e. Unifying Concepts and Processes, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives, and History and Nature of Science) and contains an increased focus on environmental and health topics such as recycling, heredity, prevention of disease, pollution, and climate.

Social Studies

What Is Tested?

The GED Social Studies Test continues to use a multiple-choice format. The test measures concepts and skills from the academic high school subject areas of history, geography, civics and government, and economics within contexts familiar to and relevant to adults. The test measures four general critical thinking skills: comprehension, application, analysis, and evaluation. The test continues to sample from national and global contexts. The test source materials continue to consist of primary and secondary sources:

- Prose-only (articles, speeches, textbooks, letters, laws, etc.).
- Visual-only (maps, graphs, charts, tables, diagrams, cartoons).
- Combined (source materials containing both prose and graphics).

The questions continue to be arranged in sets or presented as single questions.

The current GED Social Studies Test contains more history questions, with more clearly defined content in world history, covering the eras in U.S. and world history, and with a greater percentage of civics and government questions. The test has a more clearly defined content sampling from major subcontent or subtopics on the geography, civics and government, and economics content outlines. It measures an understanding of a combination of concepts from different social studies content areas within the same question set.

The test has a greater percentage of questions that test the critical thinking skill of analysis. Also, the application questions are more narrowly defined; the task must take place in a new context that is different from the context provided in the question's source material. There is a greater percentage of questions based on graphic or visual source materials, and it includes questions that test visual processing skills using source material that is graphic or visual. The test includes photographs as source materials.

More of the questions on the GED Social Studies Test are in the single item format. The test includes at least one "practical" document (e.g., a voters' guide, tax form, budget tool, and/or survey) as well as at least one excerpt or adaptation from the U.S. Declaration of Independence, the U.S. Constitution, the Federalist Papers, and/or a landmark Supreme Court case.

Welcome

The Illinois Community College Board is proud to present GED-i. GED-i, funded by a grant from the Governor's discretionary funds under Title I of the Workforce Investment Act, is a great addition to the excellent work that is happening every day in adult education and family literacy in Illinois. The GED-i website serves as an access point for students and teachers to find the most accurate information about GED preparation and testing in Illinois. It also serve as a tool to allow Illinois adult education and family literacy programs to extend their services to current and potential students.

Overview

The intent of GED-i Instruction is to develop a GED preparation system delivered via the Internet, which offers teachers more resources as they work with students in the classroom. The online system also provides for students who cannot attend traditional classes resources to study for the GED any time, from any place with a computer while they receive support from their local GED program.

It is anticipated that this system will provide increased access to GED-i Instruction for students and offer adult educators additional GED 2002 resources and support. One goal of GED-i Instruction is to increase student recruitment, retention, and success in completion of the GED Test.

Priorities for GED-i Instruction

- Developing an intuitive, easy-to-use, database-driven online study environment.
- Adapting quality content that is aligned with national standards for online delivery.
- Supporting adult education programs, one-stops, and teachers in GED preparation.
- Increasing access for students seeking GED instruction.
- Increasing successful completion of the GED Test.

How the System Works

The GED-i Instruction course is designed to be a stand-alone system; however, it may be used to supplement an existing GED curriculum. Students may access the site from their homes, library, adult education site, or one-stop, as long as the technology of the computer system meets the minimum hardware requirements of the GED-i Instruction system, and the students are signed up through a local program.

Teachers will be able to track student progress, communicate with students, and direct instruction. The user-friendly environment of GED-i Instruction allows the teacher to navigate the site with ease while saving time.

Upon registering in a GED program, students will be enrolled in the course, e-mailed login IDs and passwords, and given access to an online student handbook. The student will have the opportunity to prepare for the GED from virtually anywhere, any time. Units and lessons can be determined through the online pre-survey. The student will focus on all areas, however, areas of weakness will be the highest priority.

After the completion of the GED-i Instruction, the student should be prepared to take the GED Test. The GED-i Instruction course cannot guarantee that the student will pass the test, but the student will be better prepared for it if he or she accepts the challenge and applies him- or herself to the task of learning.

See Section 5: Teacher Navigation for more information on operating the system.

Hardware Requirements

In order to be successful in GED-i Instruction, you must possess the technologies listed below. This section of your manual addresses and explains each technology requirement needed for participation in GED-i Instruction, its function, and where to get it.

Here are the technology requirements for GED-i Instruction:

	Microsoft/Windows®	Mac OS®
Processor	Intel Pentium II 450MHz or faster processor (or equivalent)	PowerPC G3 500MHz or faster processor
Operating System	Windows XP®, Windows 2000® or Windows 98®	OS X v. 10.1.x, 10.2.x, 10.3.x or 10.4.x
System Settings	Javascript enabled	Javascript enabled
Printer	(Suggested)	(Suggested)
RAM (Random Access Memory)	128 MB	128 MB
Modem Speed	Minimum 56k	Minimum 56k
Web Browser Versions (with cookies enabled)	Internet Explorer® 5 (or higher) or Firefox 1.5 (or higher)	Safari 2.0 or Firefox 1.5 (or higher)
Plug-Ins (latest versions)	Flash® Player 8, Adobe Acrobat Reader® 7, QuickTime®	Flash® Player 8, Adobe Acrobat Reader® 7, QuickTime®

If you are unsure of your computer's processor, operating system, RAM, and/or modem speed capabilities, refer to your computer's help section and the manual that came with your computer to obtain the information. If this does not help, contact a local computer technician.

After logging on to www.ged-i.org, click on the browser test button, and GED-i will test your system for compatibility, recommend upgrades, if needed, and provide links to sites with downloadable software.

BROWSER TEST

Browser Test button

Web Browser Requirements

In order to participate in the GED-i Instruction, you will need Microsoft's Internet Explorer 5.0® or higher or Mozilla's Firefox 1.5® or higher web browser. A web browser is a software application that provides a user-friendly interface for navigating the World Wide Web.

If you do not currently have a web browser installed on your computer or you need to upgrade your web browser, log on to the Microsoft Corporation website at www.microsoft.com for Internet Explorer or go to www.firefox.com to get the Firefox browser, mozilla.

Follow the instructions provided by Microsoft and Mozilla to download or upgrade, and install the latest version of Internet Explorer® or Firefox®.

After obtaining a web browser, you will have to ensure that it is "cookie" enabled. Being cookie enabled saves your login name in your web browser, allowing you to navigate through the entire website, submitting activities, and retrieving your information from databases such as the **portfolio** or **e-mail**. The cookie that is created when you log in is removed as soon as you exit your web browser.

Sessions Variables Lifetime

The sessions variables lifetime is an automatic feature that will time you out of GED-i Instruction if you are not working in the system. The amount of time of inactivity allowed by the system for each login type is listed below.

Login Type	Maximum Inactive Interval
Administrator	3600 seconds (60 minutes)
Teacher	3600 seconds (60 minutes)
Student	7200 seconds (120 minutes)

There must be activity within GED-i Instruction in order to remain in the system. Exploring other resources on the Internet will not count as activity. If you explore another site for more than an hour (two hours for students), your GED web browser will log you out, and you will need to log in again to access GED-i Instruction.

Enabling Cookies on Internet Explorer in Windows®

- Choose **Tools** > **Internet Options** from your web browser's toolbar.
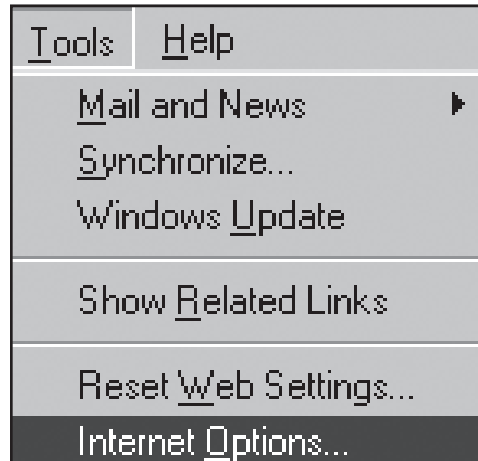
Tools > Internet Options

- The Internet Options window will appear.

- Click on the **Security** tab.
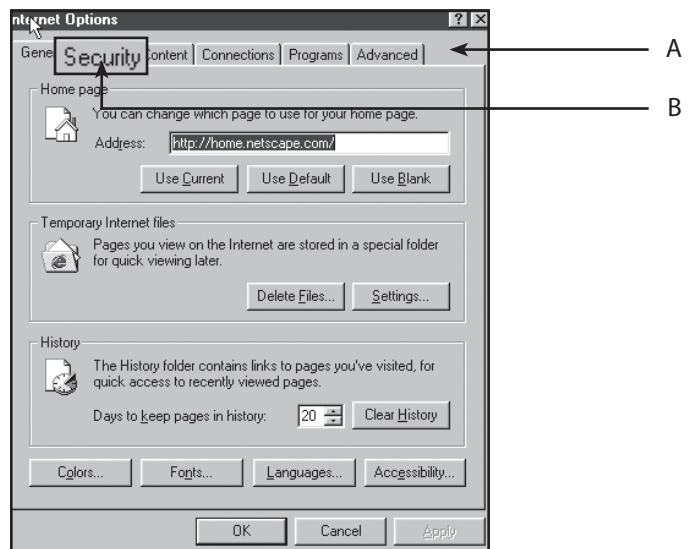
A. *Internet Options window*
B. *Security tab*

- The Security window will appear.

- Click **Custom Level**.

C

D
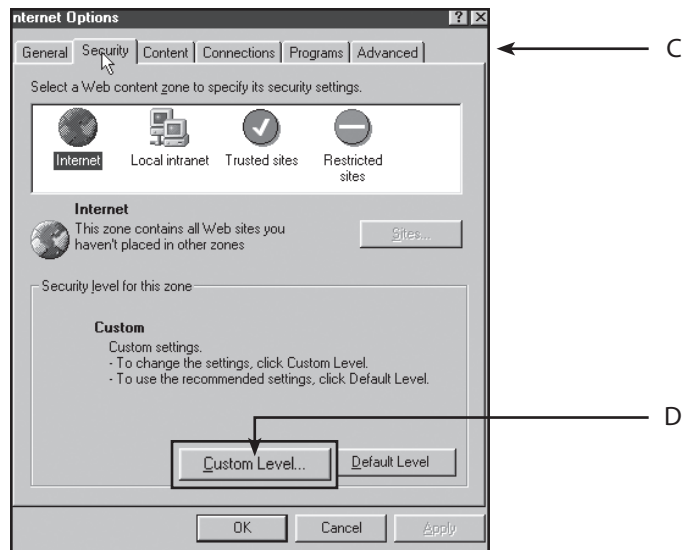
C. Security window
D. Custom Level

- A Security Settings window will appear.

- Scroll down until you see **Cookies**.

- Under **Allow cookies that are stored on your computer**, click the **Enable** button.

- Under **Allow per-session cookies (not stored)**, click the **Enable** button.

- Click **OK**.

E

F

G

H

I
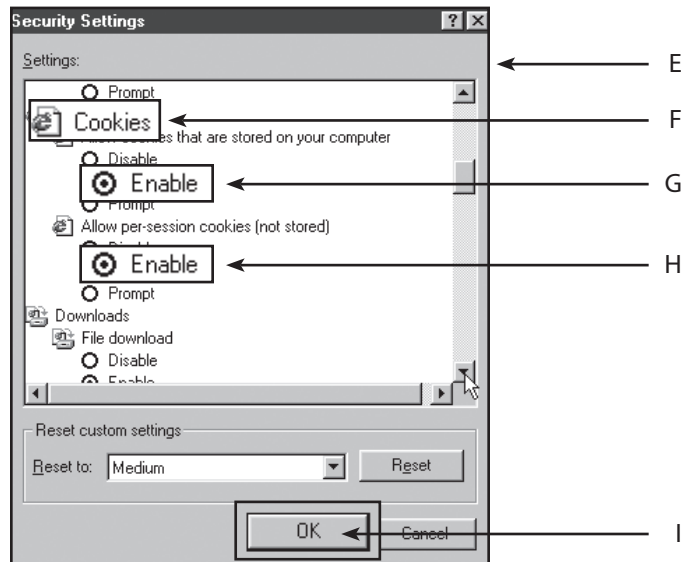
E. Security Settings window
F. Cookies
G. Enable button
H. Enable button
I. OK

- The Security Settings window will close, and you will be returned to the Internet Options window.

- Click **Apply**.

- Click **OK**.
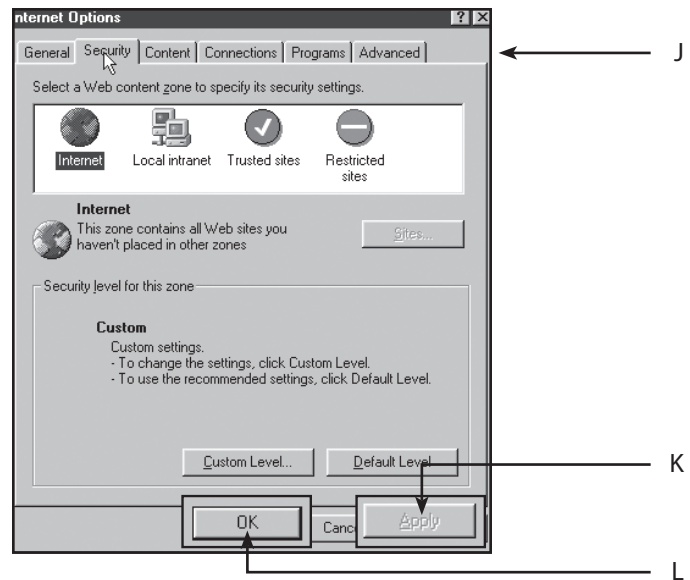
J. Internet Options window
K. Apply
L. OK

Enabling Cookies on Safari on the Macintosh

- Choose **Safari** > **Preferences** from your web browser's toolbar.
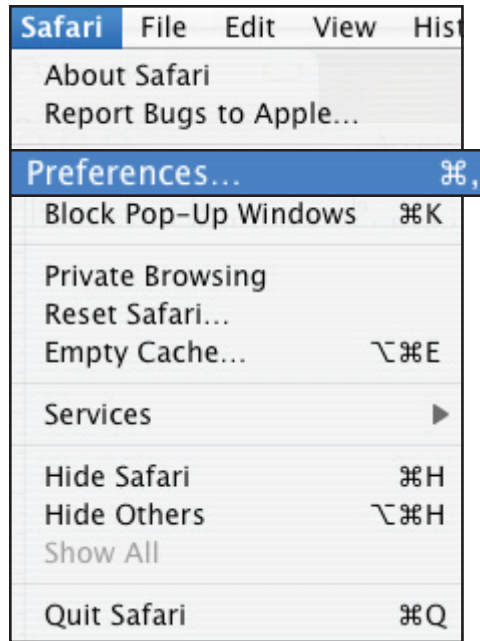
Safari > Preferences

- Select the **Security** tab.

- Select the **Only from sites you navigate to** option.

- Close the preference window
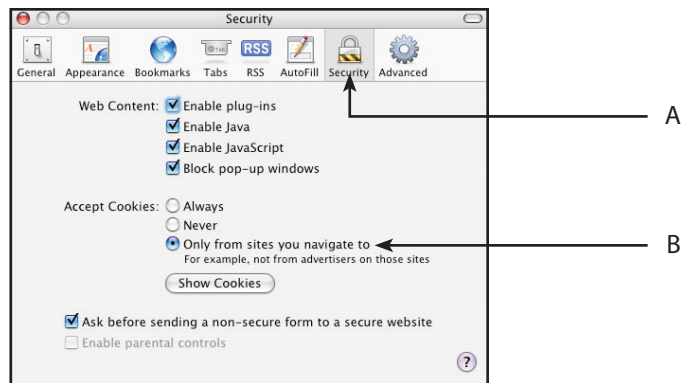
A. *Security Tab*
B. *Only from sites you navigate to option*

Enabling Cookies on Firefox in Windows®

- Choose **Tools** > **Options** from Firefox's toolbar.
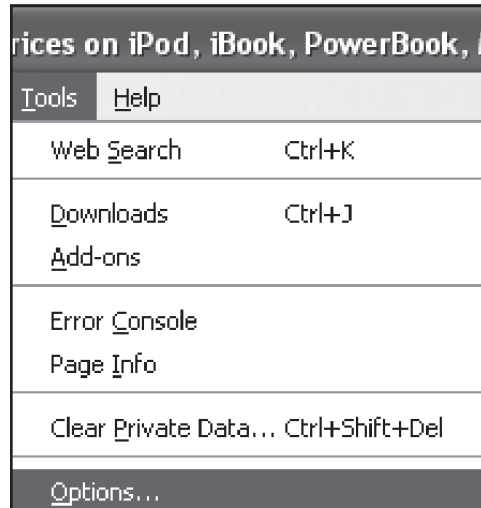
Tools > Options

- The **Options** window will appear.

- Click on the **Content** icon at the top.

- The **Content** information will appear.

- Uncheck the **Block pop-up windows** feature.
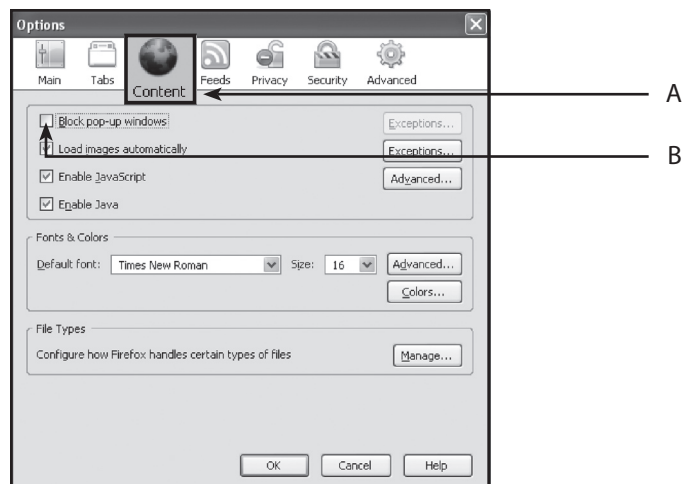
A. *Content icon*
B. *Block Pop-Up Windows check box*

Enabling Cookies on Firefox on the Macintosh

- Choose **Firefox** > **Preferences** from your web browser's toolbar.

Firefox > Preferences

- The **Preferences** window will appear.

- Click on the **Privacy** icon at the top.

- The **Privacy** information will appear.

- Make sure the **Accept cookies from sites** feature is checked.
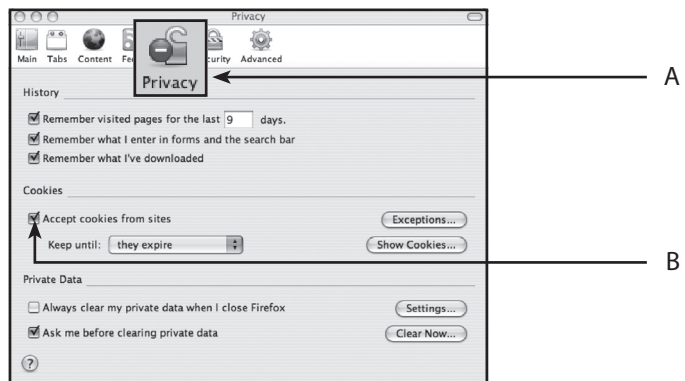
A. *Privacy icon*
B. *Accept Cookies From Sites check box*

Plug-Ins

After you have enabled cookies, you need to install the Flash and Adobe Acrobat plug-ins in order to ensure that your web browser and computer are ready to support GED-i Instruction.

What is a Plug-In?

A plug-in is a piece of software that your web browser "plugs-in" when there is a need for it. When a plug-in is "plugged in," your web browser obtains added features that allow it to perform functions such as playing audio and video files, opening unknown document types, playing multimedia presentations, or playing animations. Keep in mind that a plug-in is not a physical piece of equipment you can see and feel; it is internal software that your web browser calls upon to help it perform.

How Does a Plug-In Work?

When your web browser interacts with an unknown file type, it begins to look for a plug-in. It loads the plug-in into memory, plays or opens the file type, and when it is finished, removes the plug-in from memory. If the web browser does not find the needed plug-in, it gives a prompt (message) asking you to download the plug-in. You then select **Download** or **Cancel** at the prompt. If you select **Download**, you are taken to the download site where you will complete the downloading process. Your web browser will open or play the file. If you selected **Cancel** at the download prompt, however, your web browser will not open or play the file.

How Do I Locate Plug-Ins?

Usually, when you need a specific plug-in you will be provided with a prompt which has a button for you to click on. This button links you directly to the download site of that plug-in. If this is not the case, the most reliable source for finding plug-in downloads is the plug-in manufacturer. Whenever you are in search of a plug-in, the first thing you should do is find out who manufactures the plug-in and go to the manufacturer's home page.

Plug-Ins Needed for This Class

Adobe Flash Player®

Flash Player is a free program that can be downloaded from Adobe's home page. This program will allow you to view websites that use animation and Flash files.

When Do I Need to Use Flash Player?

- When a message comes up on your computer that states you need to download Flash Player.
- When you try to open a website and nothing happens and/or an error message appears saying your file cannot be read.

GED-i Instruction uses the Flash program in order to present assignments and activities.

If you come to an activity within the GED-i content and see either of the prompts shown at right, you do not have the Flash plug-in installed on your web browser.

If you receive either of these error messages while using GED-i Instruction, read on.

Plug-in missing

> ⚠ You do not have the plug-in needed to view the "application/x-shockwave-flash" type information on this page. To get the plug-in now, click View Plug-in Directory.
>
> [View Plug-in Directory]   [Cancel]
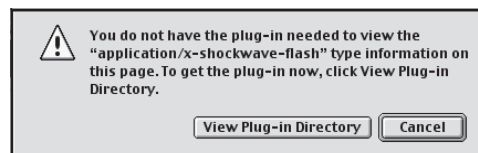
Plug-in missing

Where Can I Download Flash Player?

You can download the latest version of Flash Player from the Adobe website at www.adobe.com.

Where Can I Get Help If I Have Problems?

If you have any problems downloading or installing the Flash Player, please contact the GED-i Help Desk at gedsupport@cait.org or by phone (866) 250-5494.
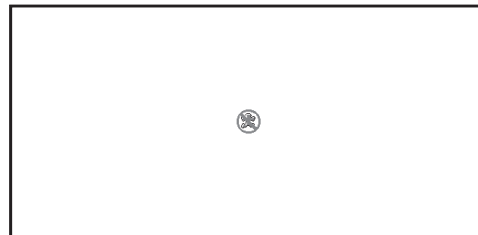
Adobe Acrobat Reader®

Acrobat Reader is a free program that can be downloaded from Adobe's home page. This program will allow you to view documents and files saved in the portable document file (pdf) format.

When Do I Need to Use Acrobat Reader?

- To view the student, teacher or administrator's manuals.
- To view the student and teacher resource materials.

Your computer may already have Adobe Acrobat Reader installed, but it is a good idea to follow the directions below to download the latest version. The Adobe website will automatically check what version of Acrobat Reader you are using and install the latest version, if needed.

Where Can I Download Acrobat Reader?

You can download the latest version of Acrobat Reader from the Adobe website at www. adobe.com. Acrobat works with both Macintosh® and Windows® operating systems.

Where Can I Get Help If I Have Problems?

If you have any problems downloading or installing the Acrobat Reader, please contact the GED-i Help Desk at gedsupport@cait.org or by phone (866) 250-5494.

Succeeding Online

Student success online is related to, but not limited to, the ability to perform well in each of the following areas: self-discipline, time management, technological understanding, strong writing skills, strong communication skills, and strong reading skills. Online classes are not easy; they impose several challenges that traditional classroom courses do not. With self-discipline and determination, however, online learners succeed as well as, if not better than, traditional classroom students.

Students considering online education should be aware that online classes require different skills and learning styles than traditional classroom courses. The self-assessment questions that will help to identify whether students possess these skills can be found on the following pages. If you do not possess a certain skill, do not panic. This assessment is meant to help students recognize potential weaknesses before they begin the course, so GED-i instructors can develop a plan to help them overcome potential problems. If students are weak in several of the skills presented here, instructors can work with them to accommodate their needs.

Assessing A Students' Ability to Learn Online

When answering the following questions, students should write down any question that they think might pose a complication to their successful completion of the online course. After students have finished the assessment, instructors should discuss the questions they have written down, or create a plan for overcoming the complications, if they occur.

Student Self-Discipline Assessment

The following assessment questions can be given to students to determine their degree of readiness for the GED-i course.

1. Do you like to work alone?
2. Do you like to solve problems by yourself?
3. Do you rank studying higher than personal issues?
4. Do you have a strong desire to take the course?
5. Do you like to work independently?
6. Do you feel that you will be able to keep yourself on task in the same way that a teacher would keep you on task in a traditional classroom?
7. Do you understand that you take full responsibility for getting your work completed on time without being monitored?
8. Are you good at making your own decisions?

Student Time-Management Assessment

1. Do you feel that you will be able to work on the course several hours per week?
2. Will you be able to create a schedule and prioritize tasks for yourself in order to stay on task and complete the assignments by the due dates provided by your instructor?
3. Will you be able to follow that schedule after you make it?
4. Will you avoid procrastination?
5. Will you be able to set aside a certain period of time every day in order to work on the course?
6. Do you generally complete tasks before the assigned due date?

Teacher and Student Technology Assessment

1. Do you have access to a computer at home?
2. Do you have access to the Internet at home?
3. Do you mind spending hours in front of the computer?
4. Do you know how to complete basic computer functions such as saving a document, using a word processing program, and saving a file to a disk or flashdrive?
5. Do you know what a web browser is and how to use one?
6. Do you know how to perform basic online communication tasks, such as sending an e-mail, replying to an e-mail, or posting to a web bulletin board or chat room?
7. Are you familiar with downloading and installing software?
8. Do you know how to obtain help if something goes wrong with your computer or your Internet connection?

Student Reading, Writing, and Communication Skills Assessment

1. Do you like to read?
2. Do you feel that you can spend up to two hours per day reading?
3. Can you concentrate when reading?
4. Can you communicate your ideas through writing?
5. Do you feel that you have the appropriate writing and grammar skills to communicate your thoughts clearly and concisely?
6. Do you enjoy critical thinking exercises?
7. Do you have the ability to think ideas through before writing responses?
8. Do you feel comfortable sharing information about yourself with others and receiving information about them?
9. Are you comfortable discussing problems with other students or your instructor when they arise?
10. When you are part of group discussions, are you a discussion leader?

Tips for Success in an Online Course

Discuss the following tips with students to increase their success in online learning.

- **Get to know the course**. Spend time looking through the course site and the course materials that accompany it. If possible, try to review the course syllabus before you register to determine if you will be able to complete the course requirements.

- **Collect the necessary resources prior to starting the course**. Ensure that you have access to these resources before beginning. These resources may include, but are not limited to, textbooks, reference materials, computers, Internet access, and software applications. If you are unsure of the necessary resources, read the course syllabus, or contact the instructor.

- **If you do not have time for the class, do not sign up**. Understand that you will have to devote a lot of time to studying for most online courses. If you know you do not have sufficient time to dedicate, do not sign up for the class.

- **Develop a schedule that includes course deadlines and goals, and follow it**. Include all of the important dates for the course, such as assignment due dates, tests, and discussion assignments. Keep track of all of your assignments and course work. Mark them off of your schedule as you complete them. Do not allow yourself to schedule too much work for one period of time. Space out your assignments in a manner that will allow you to complete them without rushing. Always stick to your schedule, and do your best to not let yourself fall behind. If you do fall behind, try to catch up as quickly as possible. Never procrastinate. Evaluate your progress often. Read and reread course objectives and deadlines. Compare the objectives and deadlines to your schedule, participation, and progress to determine how you are doing. If you do not feel you can accurately judge your progress, ask your instructor for feedback.

- **Create a class time and a classroom for yourself**. Create a specific meeting time and place where you will work on your course each day. This should be at a time of day when you are awake and alert. It is not recommended that you arrange your class time at night when you are tired. After you create your class time, work on your course at that time each day, just as you would if you were going to the traditional classroom. When you create your classroom (area to work on your course), keep in mind that it should be in an area free from interruptions. Ensure that all of the resources you need for your course are available in that room, so you do not have to get up during your class time. Arrange your classroom in an area that is free from distractions caused by, but not limited to, telephone calls, television, friends and family, pets, radios, loud traffic, etc. Try to model your classroom after traditional classrooms that are free from distractions. You should have all of the resources you are going to need to participate successfully in your course.

- **Stay in contact with your instructor**. Contact your instructor regularly through e-mail or online discussions. If questions or concerns arise, contact your instructor immediately. Most instructors are available by phone and e-mail. Some instructors have virtual office hours for students. Check your course syllabus to obtain information about contacting your instructor.

- **Prepare for assignments and tests**. It is your responsibility to prepare your own notes and study guides when taking an online class. Many times your instructor will offer online study guides. If this is not the case, you can develop your own by paying careful attention to course objectives. Take the course objectives, and turn them into questions. As you read through the content, jot down answers to these questions. After you jot down your notes, you might want to create an outline. From the outline, you can restructure your notes into questions and form a study guide. Do not try to develop a study guide for an entire unit. Take notes, develop study questions on a lesson-by-lesson basis, and compile all of the information into one study guide at the end of the unit. Review your notes and study questions daily.

- **Always read directions carefully**. Be certain that you understand what is being asked of you before submitting answers to questions. It is often helpful to write an answer on paper and read it out loud to yourself before submitting it to your instructor.

- **Do not allow stress and frustration to hinder your success in the course**. If you are having a particularly bad session, walk away from your computer for ten to twenty minutes. Get a drink of water, and do some stretching. Remember, after every 50 minutes in a traditional classroom, you are allotted a break. Do not deprive yourself of a break while taking an online course; however, use your break time wisely. Do not allow yourself to get consumed in a family situation, a phone conversation, or a television program during your break. Concentrate on relaxing, so you can return to your session revived.

Netiquette

Since you are going to be communicating with others online, you should know some basic "netiquette." Netiquette is proper etiquette on the Internet. It means "exemplify good behavior when communicating online." The following are some helpful hints for communicating online.

Netiquette Helpful Hints

- Do not say anything over the Internet that you would not say face to face.

- If you belong to a discussion board, check the conferences daily to see if anyone has replied to your posting. Reply to them if they have questions or comments.

- If you are forwarding or replying to a posted message, do not change the wording of the original message.

- If you receive a personal message and would like to post it to a group, acquire permission to do so from the person who sent it to you.

- Never send chain letters over a discussion board. If you receive a chain letter, do not forward it to anyone.

- When writing or posting a message, use mixed case characters. Using all CAPS makes it appear as if you are shouting.

- Always include a subject line in e-mails or postings.

- Always check for spelling and grammatical errors before posting topics or replies.

More Information About Netiquette

To obtain more information about netiquette, you may refer to http://www.studygs.net/netiquette.htm or http://www.learnthenet.com/English/html/09netiqt.htm. These sites will provide you with more information about the origin of netiquette, and rules and guidelines for practicing good netiquette.

For More Information About GED Illinois Online Instruction, Contact . . .

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Welcome to GED-i

GED-i Instruction has many features to ensure easy navigation, practical communication, and valuable resources for GED Test preparation.

This section of the manual is intended to provide a brief overview of the system, its features, and its capabilities.

A. GED Testing Info – This section provides information about what is on the Test, testing information, who to contact for assistance if you need help signing up, and resources to help you study and prepare for the Test.
B. GED-i Partners – This section provides more information on the GED-i partner states. Click on the name of the state to see how each state is utilizing the GED-i.
C. Intro to GED-i – This area provides an Orientation to the GED-i, Sample Lessons to explore the interactive learning curriculum, and a Provider Locator to assist in finding an adult education provider. A Browser Test button is also provided to help make sure your computer and web browser meet the requirements to view the GED-i content.

Logging In

To log in to your virtual classroom, enter your login ID and password in the appropriate fields. If you do not have this information, contact your teacher. Click the appropriate button to indicate your access site and then click on the **Login** button.

Once you enter your log in ID and password, you will need to fill out a personal information form. You will only need to fill out this form once. The information you enter will be confidential.

The next time you log in, you will go directly to the unit menu to begin your studies.

If you forget your password, click on the **Forgot your Password – Click Here** link, and your password will be e-mailed to you automatically. You must be registered for the course and have met with your teacher in order to receive a login ID and password.
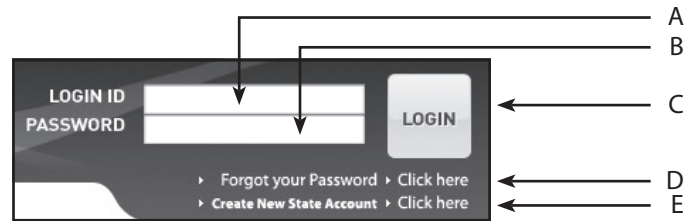
A. *Login ID field*
B. *Password field*
C. *Login button*
D. *Forgot your Password link*
E. *Create New State Account link*

Student Registration

The information provided in the Student Registration Screen is confidential. Enter your information in the appropriate fields, and if you don't know an answer, you may enter an "x" in that field.

Student Registration Screen

Change Your Password

After logging in for the first time, you will be prompted to change your password. You do not need to change your password, but if you decide to change it, make sure it is a password you will remember.

If you do not wish to change your password, select **Click here to skip this screen**.

You can change your password at any time by clicking on the "Change Password" feature located in the **Help Desk** section of the **Student Center.**

Click here to skip this screen.

Old Password   A

New Password   B

Retype Password   C

Change Password   D

A. *Old Password field*
B. *New Password field*
C. *Retype Password field*
D. *Change Password button*

Student Center

Your online learning experience begins in the student center! You will be able to access units of instruction, review your progress, access resources, and communicate with your teachers from this site.

Student Center

There are four separate sections in the Student Center:

1. Modules
2. Help Desk
3. Portfolio
4. Cyber Cafe
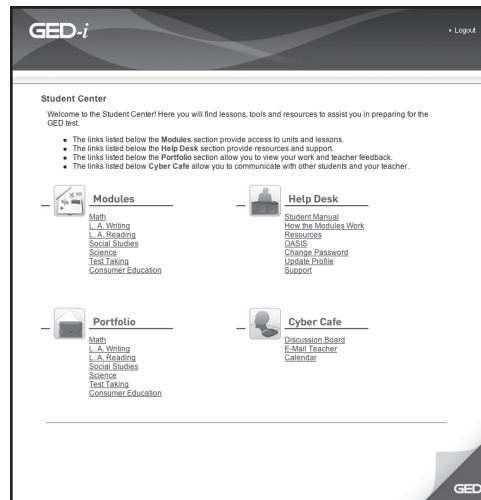
The **Modules** are the units of instruction that you must complete. There are seven different units of instruction listed under **Modules**:

1. Math
2. L.A. Writing
3. L.A. Reading
4. Social Studies
5. Science
6. Test Taking
7. Consumer Education
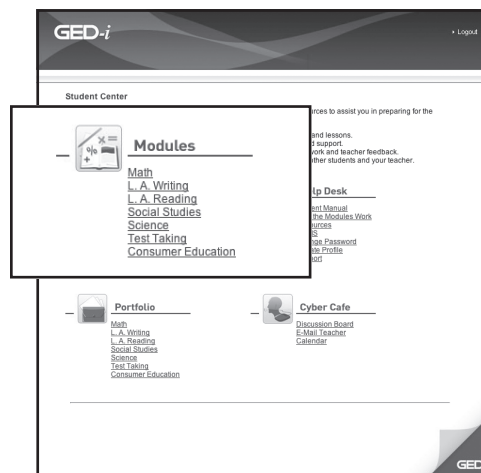
Modules link

To enter a module of instruction, click on its title. Each module title is a link to the units and lessons within that module.

Your teacher may not be able to enroll you in all of the modules available through GED-i Instruction. Only those modules that your teacher can teach will be accessible. You may have as many as seven teachers working with you to help you study each module. If you do not have access to each module, contact your teacher or program administrator.

Student Center-Modules

When you click on one of the modules (e.g. Math, Science) a navigation bar appears at the top of the page. The navigation bar not only allows you to navigate within a module, but it also provides you with information concerning units and lessons for each module. The navigation bar also allows you to quickly **log out** of the GED-i system.
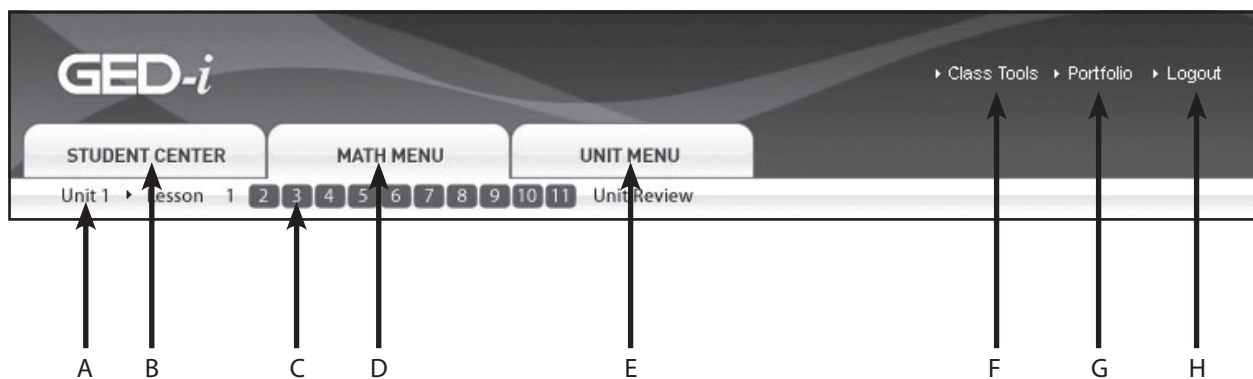
A. *Title of the unit*
B. *Links you back to the Student Center*
C. *The number of the lesson you are working on in the unit*
D. *Links you back to the module you are working in*
E. *Links you back to the Unit Menu*
F. *Links you to the Class Tools*
G. *Links you to your Portfolio*
H. *Logs you out of GED-i*

Student Center–Portfolio

The **Portfolio** contains the work you have performed for each of the different educational units in GED-i Instruction. Your work will be saved in a portfolio for each of the following units:

- Math
- L.A. Writing
- L.A. Reading
- Social Studies
- Science
- Test Taking
- Consumer Education
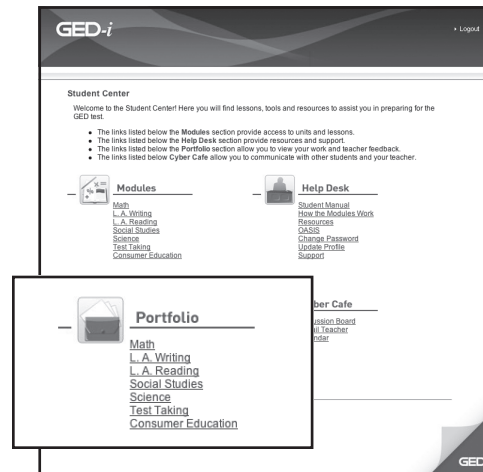
To review your work and see your teacher's comments on your work, click on the title of the unit you wish to review. These records are updated automatically, so responses from your teacher can be viewed as soon as possible.

Portfolio link

Student Center-Help Desk

The Help Desk gives you access to resources to help you as you progress through the GED-i Instruction lessons. The tools are as follows:

- Student Manual
- How the Module Works
- Resources
- OASIS
- Change Password
- Update Profile
- Support

To access the tools, simply click on the title. Each title is a link to the tools available.
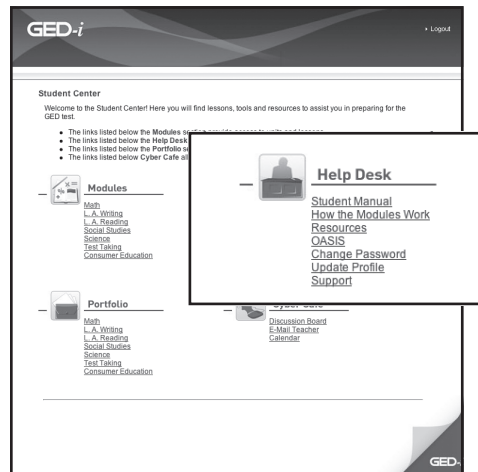
Help Desk link

Student Center-Cyber Cafe

The purpose of the Cyber Cafe is to make the online experience more personal and interactive. The links are as follows:

- Discussion Board
- E-mail Teacher
- Calendar

You can ask and answer questions on the discussion board, e-mail your teacher and view events related to your class and GED posted by your teacher and adult education provider. You may do these things by clicking on the title of the link.
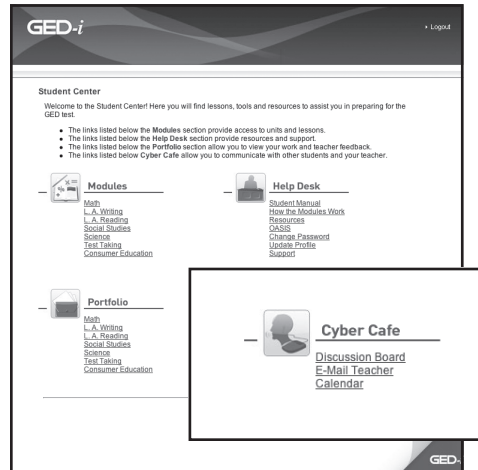
Cyber Cafe link

Math Module Overview

Welcome to the GED-i Math module. One of the project's goals is to provide expanded instructional services to adult students. The following module is designed to help students learn the basic and advanced principles of math. The module is divided into four lesson groups or units. These units are (1) Number, Operations, and Number Sense, (2) Measurement and Data Analysis, (3) Algebra, and (4) Geometry.

Math Module Outline

I. Getting Started

In the Math module, students will see buttons listed as activities to complete; *they will need to perform them in order*. The **Pre-Survey** is an assessment tool that will evaluate their skills in this content area. When the student is registered in the course module, an option to have the student skip the **Pre-Survey** is provided. If that option is selected, all lessons in the unit are recommended. **Note:** Students allowed to skip the **Pre-Survey** cannot go back at a later time to complete it. If they were required to take the **Pre-Survey**, all other buttons are inactive. A student must complete the **Pre-Survey** to activate the units. Once they complete the **Pre-Survey**, the system will recommend which lessons need to be reviewed. It is strongly recommended that students review all the lessons within each unit; however, the lessons that they need to focus on will be highlighted with a green "to do" arrow. Once they complete a lesson, its menu button will be changed to a red "done" arrow on their screen. This indicates that they do not need to complete it again. Lessons highlighted with a purple "optional" arrow indicate that a student is proficient in this area (from the **Pre-Survey**) so they are not required to complete that lesson.

II. Calculator Overview

The **Calculator Overview** activity is a review of general math principles and calculator usage that will help students perform better on the **Pre-Survey**. In addition to learning how to use the calculator (Casio fx-260), students will learn how to use the formula page provided to them for the GED Test. Students need to become familiar and comfortable with using the calculator and recognizing formulas. Both skills are important to their success, and necessary in order for them to solve the math problems on the GED Test that will require the use of a calculator or a formula to determine the appropriate response. Students need to be prepared to do the best they can, and this is where they should begin.

Students do not need to complete the calculator overview, but it is strongly recommended because it will help them learn how to use the calculator for the Pre-Survey and the GED Test.

III. Pre-Survey

Results guide students to appropriate instruction based on their skills.

IV. Units

The title **Unit** is the link to the Math unit lessons. Click on the title to access lessons. Students should work on each lesson carefully and thoroughly because the Learning Check sections will be submitted to instructors for review. At this point, instructors may review and comment on students' work, give additional help, or recommend that they proceed to the next lesson.

V. Post-Survey

The **Post-Survey** link is an evaluation tool used to assess a student's readiness to take the GED Test. It should be taken after they have completed all of the lessons in the module. The design and layout of the **Post-Survey** test is similar to the GED Test.

VI. Reflection

The Reflection link is an evaluation tool through which students have the opportunity to evaluate the GED-i System. The **Reflection** page contains questions about the system's effectiveness, and it will give you a chance to comment on ways you believe the system may be improved.

Unit 1: Number, Operations, and Number Sense

There are eleven lessons in the first unit. Within the lessons, there are examples, animations, and sample questions to answer. At the end of the unit, there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge and a sense of numbers in the areas of numeration and operations (addition, subtraction, multiplication, and division), fractions, patterns, ratios and proportions, probability, percents, calculator usage, and grid operations.

The lessons you will study are:

Lesson 1   Using the Standard Grid with Fractions and Decimals

Lesson 2   Fractions and Ratios

Lesson 3   Proportions

Lesson 4   Solving Word Problems

Lesson 5   Probability

Lesson 6   Decimal Review

Lesson 7   Fractions, Decimals, and Percents

Lesson 8   Using Proportions with Percents

Lesson 9   Solving Increasing and Decreasing Percents

Lesson 10   Using Mental Math and Estimation

Lesson 11   Understanding Simple Interest

Unit Review

Unit 2: Measurement and Data Analysis

There are five lessons in this unit. Within the lessons, there are examples, animations, and sample questions to answer. At the end of the unit, there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge of measurements (Standard and Metric), perimeters, area and volume, central tendency (mean and median), probability, analyzing tables, and charts and graphs.

The lessons you will study are:

Lesson 1   Measurement Systems and Perimeters

Lesson 2   Area and Volume

Lesson 3   Measures of Central Tendency and Mean and Median

Lesson 4   Tables and Charts

Lesson 5   Graphs

Unit Review

Unit 3: Algebra

There are seven lessons in the third unit. Within the lessons, there are examples, animations, and sample questions to answer. At the end of the unit, there is Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge in writing, interpreting, simplifying, evaluating, and using algebraic expressions and formulas.

The lessons you will study are:

Lesson 1   Integers, Algebraic Expression, and Number Line

Lesson 2   Equations, Using Distance, and Cost Formulas

Lesson 3   Exponents and Square Roots, Factoring, and Inequalities

Lesson 4   Solving and Graphing Equations

Lesson 5   Coordinate Planes and Working with Coordinate Grids

Lesson 6   Slope of a Line and Distance Between Two Points

Lesson 7   Solving Word Problems

Unit Review

Unit 4: Geometry

There are six lessons in the fourth unit. Within the lessons, there are examples, animations, and sample questions to answer. At the end of the unit, there is Unit Review. It covers all of the lessons presented in the unit.

After students complete this lesson, they will be able to demonstrate and apply knowledge in geometric methods as well as analyze, categorize, and draw conclusions about points, lines, planes and space.

The lessons you will study are:

Lesson 1   Applying Formulas

Lesson 2   Angles and Lines

Lesson 3   Triangles and Quadrilaterals

Lesson 4   Pythagorean Relationship

Lesson 5   Irregular Figures

Lesson 6   Multi-Step Word Problems

Unit Review

GED-i

Language Arts, Writing Module Overview

Welcome to the GED-i Language Arts Writing module. One of the project's goals is to provide expanded instructional services to adult students. The following module contains information on both portions of the writing exam. Part 1 tests students' knowledge of standard written English. In Part 2, students will develop the skills necessary in order to write a well-developed essay on an assigned topic in 45 minutes using about 250 words.

Language Arts, Writing Module Outline

I. Getting Started

In the Language Arts, Writing module, students will see buttons listed as activities to complete; *they will need to perform them in order*. The **Pre-Survey** is an assessment tool that will evaluate their skills in this content area. When the student is registered in the course module, an option to have the student skip the **Pre-Survey** is provided. If that option is selected, all lessons in the unit are recommended. **Note:** Students allowed to skip the **Pre-Survey** cannot go back at a later time to complete it. If they were required to take the **Pre-Survey**, all other buttons are inactive. A student must complete the **Pre-Survey** to activate the units. Once they complete the **Pre-Survey**, the system will recommend which lessons need to be reviewed. It is strongly recommended that students review all the lessons within each unit; however, the lessons that they need to focus on will be highlighted with a green "to do" arrow. Once they complete a lesson, its menu button will be changed to a red "done" arrow on their screen. This indicates that they do not need to complete it again. Lessons highlighted with a purple "optional" arrow indicate that a student is proficient in this area (from the **Pre-Survey**) so they are not required to complete that lesson.

II. Pre-Survey

Results guide students to appropriate instruction based on skills.

III. Units

The title **Unit** is the link to the Language Arts, Writing unit lessons. Click on the title to access lessons contained within the Language Arts, Writing unit. Students should work each lesson carefully and thoroughly because the Learning Check sections will be submitted to the instructor for review. At this point, the instructor will review and comment on their work, give additional help, or recommend that they proceed to the next lesson.

IV. Post-Survey

The **Post-Survey** link is an evaluation tool used to assess a student's readiness to take the GED Test. It should be taken after they have completed all of the lessons in the module. The design and layout of the **Post-Survey** test is similar to the GED Test.

V. Reflection

The Reflection link is an evaluation tool through which students have the opportunity to evaluate the GED-i System. The **Reflection** page contains questions about the system's effectiveness, and it will give you a chance to comment on ways you believe the system may be improved.

Unit 1: Sentence Structure

These lessons will help students demonstrate and apply knowledge of the elements of written English (parts of speech, grammar usage, and sentence structure).

There are six lessons in the first unit. Within the lessons, there are examples, animations, and sample exercises to complete.

After students complete this unit, they will be able to demonstrate the basic tools (parts of speech, capitalization, punctuation, sentence structure, combining sentences, apostrophes, and hyphens) used in writing, and apply the knowledge in their own writing.

The lessons you will study are:

Lesson 1   Learning to Identify and Use Parts of Speech

Lesson 2   Capitalization

Lesson 3   Punctuation

Lesson 4   Understanding Sentence Structure

Lesson 5   Combining Sentences

Lesson 6   Apostrophes and Hyphens

Unit 2: Usage, Paragraph Organization, and Writing

These lessons will help students demonstrate and apply knowledge of vocabulary skills, identify homonyms, and apply their knowledge of sentence combining to develop paragraphing skills.

There are five lessons in the second unit. Within the lessons, there are examples, animations, and sample exercises to complete. At the end there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to use their knowledge of vocabulary and word choice to create sentences to form into paragraphs that clearly communicate their ideas to the audience for whom they are writing.

The lessons you will study are:

Lesson 1   Building Vocabulary

Lesson 2   Confusing Words

Lesson 3   Word Choice

Lesson 4   Sentences and Paragraphs

Lesson 5   Writing Paragraphs

Unit Review

Unit 3: Essay Writing

These lessons will help students demonstrate and apply knowledge of sentence structure, word choice, and paragraphing to develop and write paragraphs using different styles of writing. They will also be able to identify characteristics of a well-written essay and write an essay.

There are four lessons in the third unit. Within the lessons, there are examples, animations, and sample exercises for students to complete. At the end of the unit is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this lesson, they will be able to write paragraphs that can be formed into an essay, similar to the one on the GED Language Arts, Writing Test.

The lessons you will study are:

Lesson 1   Process of Writing an Essay

Lesson 2   Writing Paragraphs

Lesson 3   Writing the GED Essay

Lesson 4   Scoring the GED Essay

Unit Review

Language Arts, Reading Module Overview

Welcome to the GED-i Language Arts Reading module. One of the project's goals is to provide expanded instructional services to adult students. The following module contains literary and nonfiction text passages between 200 – 300 words in length. Students will be tested on comprehension, application, analysis, and synthesis.

Language Arts, Reading Module Outline

I. Getting Started

In the Language Arts, Reading module, students will see buttons listed as activities to complete; *they will need to perform them in order*. The **Pre-Survey** is an assessment tool that will evaluate their skills in this content area. When the student is registered in the course module, an option to have the student skip the **Pre-Survey** is provided. If that option is selected, all lessons in the unit are recommended. **Note:** Students allowed to skip the **Pre-Survey** cannot go back at a later time to complete it. If they were required to take the **Pre-Survey**, all other buttons are inactive. A student must complete the **Pre-Survey** to activate the units. Once they complete the **Pre-Survey**, the system will recommend which lessons need to be reviewed. It is strongly recommended that students review all the lessons within each unit; however, the lessons that they need to focus on will be highlighted with a green "to do" arrow. Once they complete a lesson, its menu button will be changed to a red "done" arrow on their screen. This indicates that they do not need to complete it again. Lessons highlighted with a purple "optional" arrow indicate that a student is proficient in this area (from the **Pre-Survey**) so they are not required to complete that lesson.

II. Pre-Survey

Results guide students to appropriate instruction based on their skills.

III. Units

The title **Unit** is the link to the Language Arts, Reading unit lessons. Click on the title to access lessons contained within the Language Arts, Reading unit. Students should work each lesson carefully and thoroughly because the Learning Check sections will be submitted to the instructor for review. At this point, the instructor will review and comment on their work, give additional help, or recommend that they proceed to the next lesson.

IV. Post-Survey

The **Post-Survey** link is an evaluation tool used to assess a student's readiness to take the GED Test. It should be taken after they have completed all of the lessons in the module. The design and layout of the **Post-Survey** test is similar to the GED Test.

V. Reflection

The Reflection link is an evaluation tool through which students have the opportunity to evaluate the GED-i System. The **Reflection** page contains questions about the system's effectiveness, and it will give you a chance to comment on ways you believe the system may be improved.

Unit 1: Understanding Nonfiction

These lessons will cover the basics of nonfiction pieces of literature. They will supply students with different ways to identify and interpret nonfiction, and show them how to break down the structure of nonfiction.

There are six lessons in the first unit. Within the lessons there are examples, animations, and sample questions to answer. At the end of the unit, there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge regarding the identification of different types of literature. They will be able to see how different types of literature are put together, section by section, and how that contributes to the reading as a whole.

The lessons you will study are:

Lesson 1   Understanding Nonfiction

Lesson 2   Restating Information

Lesson 3   Supporting Details

Lesson 4   Applying Ideas

Lesson 5   Distinguishing Fact from Opinion

Lesson 6   Identifying Style and Tone

Unit Review

Unit 2: Understanding Fiction

These lessons will familiarize students with different ways to analyze pieces of fiction. They will supply them with a working knowledge of how an author approaches writing a story so that they can better understand the elements of the story and analyze them.

There are eight lessons in the second unit. Within the lessons there are examples, animations, and sample questions to answer. At the end of the unit, there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge regarding the identification and interpretation of different types of literature. Students will be able to see how a writer approaches a story and the elements that they use, such as cause and effect, comparison, contrast, and point of view.

The lessons you will study are:

Lesson 1   Understanding Point of View

Lesson 2   Identifying Different Types of Characterization

Lesson 3   Analyzing Elements

Lesson 4   Cause and Effect

Lesson 5   Applying Ideas to Fiction

Lesson 6   Extended Synthesis

Lesson 7   Synthesizing Information Using Comparison and Contrast

Lesson 8   Additional Extended Synthesis

Unit Review

Unit 3: Poetry

These lessons will cover the basics of poetry. They will supply students with different ways to identify and interpret poetry, and show you how to break down the structure of poems.

There are three lessons in the third unit. Within the lessons there are examples, animations, and sample questions to answer. At the end of the unit, there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge of the many different types of poetry. The guide supplied within the unit will help students interpret poetry and other types of figurative language.

The lessons you will study are:

Lesson 1   Understanding Poetry

Lesson 2   Understanding Figurative Language to Interpret Poetry

Lesson 3   A Step-by-Step Approach to Interpreting a Poem

Unit Review

Unit 4: Understanding Drama

These lessons will cover the basics of dramatic pieces of literature, such as plays. They will supply students with different ways to identify and interpret drama, and show them how to break down the structure of dramatic works.

There are three lessons in the fourth unit. Within the lessons there are examples, animations, and sample questions to answer. At the end of the unit, there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge of the different types of drama. The step-by-step guide supplied within the unit will help students interpret drama.

The lessons you will study are:

Lesson 1   Identifying the Parts of a Drama Passage

Lesson 2   Analyzing Character Through Dialogue

Lesson 3   A Step-by-Step Approach to Interpreting a Drama Passage

Unit Review

Social Studies Module Overview

Welcome to the GED-i Social Studies module. One of the project's goals is to provide expanded instructional services to adult students. The Social Studies module contains information on World and American History, Government and Law, Economic Principles, and Geographic Resources and Human Development.

Social Studies Module Outline

I. Getting Started

In the Social Studies module, students will see buttons listed as activities to complete; *they will need to perform them in order*. The **Pre-Survey** is an assessment tool that will evaluate their skills in this content area. When the student is registered in the course module, an option to have the student skip the **Pre-Survey** is provided. If that option is selected, all lessons in the unit are recommended. **Note:** Students allowed to skip the **Pre-Survey** cannot go back at a later time to complete it. If they were required to take the **Pre-Survey**, all other buttons are inactive. A student must complete the **Pre-Survey** to activate the units. Once they complete the **Pre-Survey**, the system will recommend which lessons need to be reviewed. It is strongly recommended that students review all the lessons within each unit; however, the lessons that they need to focus on will be highlighted with a green "to do" arrow. Once they complete a lesson, its menu button will be changed to a red "done" arrow on their screen. This indicates that they do not need to complete it again. Lessons highlighted with a purple "optional" arrow indicate that a student is proficient in this area (from the **Pre-Survey**) so they are not required to complete that lesson.

II. Pre-Survey

Results guide students to appropriate instruction based on their skills.

III. Units

The title **Unit** is the link to the Social Studies unit lessons. Click on the title to access lessons contained within the Social Studies unit. Students should work each lesson carefully and thoroughly because the Learning Check sections will be submitted to the instructor for review. At this point, the instructor will review and comment on their work, give additional help, or recommend that they proceed to the next lesson.

IV. Post-Survey

The **Post-Survey** link is an evaluation tool used to assess a student's readiness to take the GED Test. It should be taken after they have completed all of the lessons in the module. The design and layout of the **Post-Survey** test is similar to the GED Test.

V. Reflection

The Reflection link is an evaluation tool through which students have the opportunity to evaluate the GED-i System. The **Reflection** page contains questions about the system's effectiveness, and it will give you a chance to comment on ways you believe the system may be improved.

Unit 1: United States History

These lessons will give students an introduction to map reading and different elements of American history. Students will cover time periods such as colonization, the Revolution, the Civil War, the early 1900's, and what is going on today in America.

There are four lessons in the first unit. Within the lessons there are examples, animations, and sample questions to answer. At the end of the unit, there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge regarding the rich history of the United States. They will be able to identify and describe major events that have helped shape America into what it is today. Students will also be able to identify major landmarks and regions of the United States.

The lessons you will study are:

Lesson 1   Map Reading

Lesson 2   Early American History

Lesson 3   19th Century American History

Lesson 4   Modern Influences

Unit Review

Unit 2: Global History

These lessons will help students understand the different governments and people that have been powerful in the past, and the powers that shape the world today.

There are two lessons in the second unit. Within the lessons there are examples, animations, and sample questions for students to answer. At the end of the unit, there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge of past empires that have influenced modern society and the implications of historical events. They will recognize factors of cultural development, along with different aspects of cultural development and how they have shaped the world.

The lessons you will study are:

Lesson 1   Past Dynasties

Lesson 2   Super Powers

Unit Review

Unit 3: Government and Law

These lessons will take students through the government system of the United States. They will learn about the Constitution and how officials are elected. They will also learn about the different types of governmental systems.

There are three lessons in the third unit. Within the lessons there are examples, animations, and sample questions to answer. At the end of the unit, there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge of identifying the structure and function of the local, state, and federal governments. Students will be able to identify key elements of the U. S. Constitution and how the electoral process works. They will also be able to see how the United States government compares to other systems in the world.

The lessons you will study are:

Lesson 1   Modern American Government

Lesson 2   Constitutional History and Elections

Lesson 3   Types of Government Systems

Unit Review

Unit 4: Economic Principles

These lessons will cover basic economics and the principles that make up this subject area. Students will study charts and graphs and learn how to interpret them, along with learning the different types of economies that exist.

There are two lessons in the fourth unit. Within the lessons there are examples, animations, and sample questions to answer. At the end of the unit, there is a Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge of economic charts and graphs. They will understand some of the basic principles of general economics, be able to identify the relationship between economics and government, and recognize the relationship between economics and labor.

The lessons you will study are:

Lesson 1   Identifying Implications

Lesson 2   Applying Ideas/Concepts to New Contexts

Unit Review

Unit 5: Geographic Resources and Human Development

This lesson will cover the basics of the environment and the natural resources that compose it. Students will learn how geography plays a part in the availability of natural resources, and how that availability affects human development in different places and cultures.

There is one lesson in the fifth unit. Within the lesson there are examples, animations, and sample questions to answer. At the end of the unit, there is a Unit Review. It covers the lesson presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge of the relationship between humans and the environment, between natural resources and economic resources, and the intricacies of our geographic resources as they influence human development.

The lesson you will study is:

Lesson 1   Geographic Resources and Human Development

Unit Review

Science Module Overview

Welcome to the GED-i Science module. One of the project's goals is to provide expanded instructional services to adult students. This unit contains lessons on science and technology, life and physical science, space and earth, and personal and social perspectives in science.

Science Module Outline

I. Getting Started

In the main Science module, students will see buttons listed as activities to complete; *they will need to perform them in order*. The **Pre-Survey** is an assessment tool that will evaluate their skills in this content area. When the student is registered in the course module, an option to have the student skip the **Pre-Survey** is provided. If that option is selected, all lessons in the unit are recommended. **Note:** Students allowed to skip the **Pre-Survey** cannot go back at a later time to complete it. If they were required to take the **Pre-Survey**, all other buttons are inactive. A student must complete the **Pre-Survey** to activate the units. Once they complete the **Pre-Survey**, the system will recommend which lessons need to be reviewed. It is strongly recommended that students review all the lessons within each unit; however, the lessons that they need to focus on will be highlighted with a green "to do" arrow. Once they complete a lesson, its menu button will be changed to a red "done" arrow on their screen. This indicates that they do not need to complete it again. Lessons highlighted with a purple "optional" arrow indicate that a student is proficient in this area (from the **Pre-Survey**) so they are not required to complete that lesson.

II. Pre-Survey

Results guide students to appropriate instruction based on their skills.

III. Units

The title **Unit** is the link to the Science unit lessons. Click on the title to access lessons contained within the Science unit. Students should work each lesson carefully and thoroughly because the Learning Check sections will be submitted to the instructor for review. At this point, the instructor will review and comment on their work, give additional help, or recommend that they proceed to the next lesson.

IV. Post-Survey

The **Post-Survey** link is an evaluation tool used to assess a student's readiness to take the GED Test. It should be taken after they have completed all of the lessons in the module. The design and layout of the **Post-Survey** test is similar to the GED Test.

V. Reflection

The Reflection link is an evaluation tool through which students have the opportunity to evaluate the GED-i System. The **Reflection** page contains questions about the system's effectiveness, and it will give you a chance to comment on ways you believe the system may be improved.

Unit 1: Scientific Methods and Technology

These lessons will cover scientific investigation and the impact of technology on science. They will supply students with information on how to use logic and evidence to problem solve in the scientific world.

There are two lessons in the first unit. Within the lessons there are examples, animations, and sample questions to answer. The last lesson is the Unit Review. It covers all of the lessons presented in the unit.

After they complete this unit, students will be able to identify questions and concepts that guide scientific investigations as well as understand the design and implementation of a scientific investigation. They will be able to evaluate the purpose, advancements, and consequences of technology in science.

The lessons you will study are:

Lesson 1   Science as Inquiry

Lesson 2   Science and Technology

Unit Review

Unit 2: Life Science

These lessons will familiarize students with different cells, their structures and functions. They will learn about DNA, evolution, and how different organisms relate and function in the world.

There are five lessons in the second unit. Within the lessons there are examples, animations, and sample questions for students to answer. The last lesson is the Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to identify, understand, and recognize cells and their functions. This unit will also expose them to ways to recognize patterns in DNA, information on genes, and the difference between meiosis and mitosis. As students progress through the unit they are introduced to Darwin's Theory of Evolution. They will also have a chance to explore organisms and their behaviors.

The lessons you will study are:

Lesson 1   The Cell

Lesson 2   Molecular Basis of Heredity

Lesson 3   Understanding Evolution

Lesson 4   Interdependence of Organisms

Lesson 5   Behavior of Organisms

Unit Review

Unit 3: Physical Science

These lessons will familiarize students with the basics of matter and properties. They will learn about chemical reactions and equations. In addition, students will learn to identify and apply Newton's laws of motion. As they progress through the units, students will be introduced to different types of energy and they will explore the relationship between matter and energy.

There are four lessons in the third unit. Within the lessons there are examples, animations, and sample questions to answer. The last lesson is the Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to demonstrate and apply knowledge of the structure and properties of matter and energy. The units will expose them to the atom, the periodic table, chemical changes, and energy. They will identify chemical equations and investigate the Law of Gravity.

The lessons you will study are:

Lesson 1   Structure and Properties of Matter

Lesson 2   Chemical Reactions

Lesson 3   Motion and Forces

Lesson 4   Interactions of Energy and Matter

Unit Review

Unit 4: Space and Earth Science

These lessons will familiarize students with a basic understanding of the Earth, its makeup, and its origin. In addition, they will learn interesting and exciting theories about our solar system and universe.

There are three lessons in the fourth unit. Within the lessons there are examples, animations, and sample questions for students to answer. The last lesson is the Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to compare and contrast different theories about the origin and evolution of the universe. The units will expose students to the Wergner Theory and plate tectonics as well as the physical changes in the earth and solar system throughout history.

The lessons you will study are:

Lesson 1   Energy in the Earth System

Lesson 2   Evolution of the Earth System

Lesson 3   Origin and Evolution of the Universe

Unit Review

Unit 5: Personal and Social Perspective

These lessons will cover the relationship between science and personal health. They will provide a variety of information about individual health, global concerns, and the effect of technology on the environment.

There are four lessons in the fifth unit. Within the lessons there are examples, animations, and sample questions for students to answer. The last lesson is the Unit Review. It covers all of the lessons presented in the unit.

After students complete this unit, they will be able to identify the interconnected nature of nutrition, physical activity, and mental wellness on personal health. They will apply scientific information with a social perspective as they learn about the effects of world population, natural and human induced health hazards, and the effect of technology on the environment.

The lessons you will study are:

Lesson 1   Personal Health

Lesson 2   World Population

Lesson 3   Health Hazards

Lesson 4   Effect of Technology on the Environment

Unit Review

Unit 6: Unifying Concepts and Processes

These lessons will cover the shape, structure, and function of a particular element. The lessons will include the organizational structure of both the natural and designed world.

There are two lessons in the sixth unit. Within the lessons there are examples, animations, and sample questions for students to answer. The last lesson is the Unit Review. It covers all of the lessons presented in the unit.

After students complete the unit, they will be able to demonstrate and apply knowledge about the relationship between the form and function of organisms and the effects of evolutionary changes. They will also synthesize information about how interdependent and coordinated parts work together in a system leading to organization and order.

The lessons you will study are:

Lesson 1   Systems, Order, and Organization

Lesson 2   Form and Function

Unit Review

Test Taking Module Overview

Welcome to the GED-i Online Instruction Test Taking Module. One of the online project's goals is to provide expanded instructional services to adult students. The following module is designed to provide students information regarding the GED Test.

Test Taking Module Outline

I. Units

The title **Unit** is the link to the Test Taking unit lessons. Click on the title to access lessons contained within the unit. Students should work each lesson carefully and thoroughly because the Learning Check Section will be submitted to the instructor for review. At this point, the instructor will review and comment on their work and give them additional help if needed to prepare for the test.

II. Reflection

The **Reflection** link is an evaluation tool though which students will have the opportunity to evaluate the GED-i system. The reflection page contains questions in regard to the system effectiveness, and it will give students a chance to comment on ways, they believe, the system may be improved.

Unit 1: Unifying Concepts and Processes

There are three lessons in this unit. Within the lessons, there are examples, animations, and sample questions to answer. These lessons will give students general information regarding the test, types of exam questions that will be asked. It will also cover the visuals and tools that they will need to complete the GED Test.

The lessons you will study are:

Lesson 1   General Information

Lesson 2   Exam Questions

Lesson 3   The Visuals and Tools

Consumer Education Module Overview

The **Consumer Education** Module contains lessons on managing finances, consumer rights, seeking employment or furthering your education, and establishing credit. Although each lesson has a clear focus on finances and life skills, there are clear connections to how the content covered applies to the GED Test.

Consumer Education Module Outline

I. Getting Started

This module does not contain a **Pre-Survey** or **Post-Survey**. It is suggested that the students complete each lesson beginning with Unit 1 Lesson 1.

II. Units

The title **Unit** is the link to the Consumer Education lessons. Click on the title to access lessons contained within the Consumer Education unit. Students should work on each lesson carefully and thoroughly because the Learning Check sections will be submitted to the instructor for review. At this point, the instructor will review and comment on their work, give additional help, or recommend that they proceed to the next lesson.

III. Reflection

The **Reflection** link is an evaluation tool through which students will have the opportunity to evaluate the GED-i System. The **Reflection** page contains questions in regard to the system's effectiveness, and it will give them a chance to comment on ways they believe the system may be improved.

Unit 1: Getting a Job or Furthering Your Education

These lessons will cover employment resources, work related benefits, payroll, and the connection between education and employment income. There are clear ties to the information presented and how it applies to the GED Test.

There are six lessons in the first unit. Within the lessons there are examples, animations, and sample questions to answer.

After they complete this unit, students will be able to locate employment resources, understand various elements in the workplace, and the connection between education, employment, and income.

The lessons you will study are:

Lesson 1   Find a Job

Lesson 2   Labor Unions

Lesson 3   Health insurance

Lesson 4   Your Paycheck and Taxes

Lesson 5   Payday

Lesson 6   Transition to Higher Education

Unit 2: Taxes

These lessons will cover government and taxes as well as how to file both federal and state taxes. There are clear ties to the information presented and how it applies to the GED Test.

There are three lessons in the second unit. Within the lessons there are examples, animations, and sample questions to answer.

After they complete this unit, students will understand the history and purpose of taxes as well as how to correctly file their tax information.

The lessons you will study are:

Lesson 1   Government and Taxes

Lesson 2   Filing Federal Taxes

Lesson 3   Filing State Taxes: Illinois

Unit 3: Money Management

The lessons will cover creating budgets, managing personal finances through savings accounts, gaining interest on accounts and managing checking accounts. There are clear ties to the information presented and how it applies to the GED Test.

There are five lessons in the third unit. Within the lessons there are examples, animations, and sample questions to answer.

After they complete this unit, students will understand how to organize and manage their personal finances.

The lessons you will study are:

Lesson 1   Budgeting

Lesson 2   Savings

Lesson 3   Interest Rates and Your Money

Lesson 4   Checking Accounts

Lesson 5   Cyberbanking

Unit 4: Shopping

The lesson will cover strategies for comparison shopping. There are clear ties to the information presented and how it applies to the GED Test.

There is one lesson in the fourth unit. Within the lesson there are examples, animations, and sample questions to answer.

After they complete this unit, students will understand the benefits of comparison shopping.

The lesson you will study is:

Lesson 1   Shopping

Unit 5: Credit

The lessons will cover credit related issues and strategies to resolve credit problems. There are clear ties to the information presented and how it applies to the GED Test.

There are four lessons in the fifth unit. Within the lessons there are examples, animations, and sample questions to answer.

After they complete this unit, students will understand how to apply for credit, recognize credit related issues, and develop strategies to resolve credit problems.

The lessons you will study are:

Lesson 1   Applying for Credit

Lesson 2   Credit Bureau

Lesson 3   Types of Credit Cards

Lesson 4   Credit Problems

Unit 6: Housing

The lessons will cover information related to home ownership and renting. There are clear ties to the information presented and how it applies to the GED Test.

There are two lessons in the sixth unit. Within the lessons there are examples, animations, and sample questions to answer.

After they complete this unit, students will understand the benefits and responsibilities of both renting and home ownership.

The lessons you will study are:

Lesson 1   Renting versus Owning

Lesson 2   Insurance

Unit 7: Transportation

The lessons will cover information related to purchasing a vehicle, as well as options such as leasing, financing, and auto insurance. There are clear ties to the information presented and how it applies to the GED Test.

There are five lessons in the seventh unit. Within the lessons there are examples, animations, and sample questions to answer.

After they complete this unit, students will understand the benefits and responsibilities of purchasing or leasing a vehicle.

The lessons you will study are:

Lesson 1   Selecting a Car

Lesson 2   New versus Used

Lesson 3   Buying versus Leasing

Lesson 4   Financing

Lesson 5   Auto Insurance

Unit 8: Investing

The lessons will cover information related to making financial investments in stocks, bonds, mutual funds, life insurance, and retirement funds. There are clear ties to the information presented and how it applies to the GED Test.

There are five lessons in the eighth unit. Within the lessons there are examples, animations, and sample questions to answer.

After they complete this unit, students will understand how to manage personal financial investments in a variety of methods.

The lessons you will study are:

Lesson 1   Life insurance

Lesson 2   Stocks

Lesson 3   Mutual Funds

Lesson 4   Investing in Bonds

Lesson 5   Retirement Plans

Unit 9: Consumer Protection

The lessons will cover information related to consumer rights, responsibilities, and decision making skills at it relates to consumer purchases. There are clear ties to the information presented and how it applies to the GED Test.

There are four lessons in the ninth unit. Within the lessons there are examples, animations, and sample questions to answer.

After they complete this unit, students will understand how marketing and advertising influences purchases, recognize fraud, and identify their rights and responsibilities as consumers.

The lessons you will study are:

Lesson 1   Advertising and Decision-Making

Lesson 2   Deception and Fraud

Lesson 3   Rights and Responsibilities

Lesson 4   Resolving a Consumer Complaint

Web-Based E-Mail Tutorial

In GED-i Instruction, you should use e-mail as a means of communication between student and teacher. If you do not have an e-mail account, you can set one up using free web-based e-mail. This tutorial provides students the information needed to set up such an account. Each student must have his or her own e-mail address. Students cannot have the same e-mail address.

In this tutorial, you will learn how to do the following:

- Use electronic mail (e-mail)
- Identify web-based e-mail
- Sign up for a free e-mail account
- Log in to an e-mail account
- Identify the parts of an e-mail window
- Compose and send an e-mail message
- Access and read an e-mail message sent to your account
- Save and delete an e-mail message
- Send a carbon copy (Cc:) and a blind carbon copy (Bcc:) of an e-mail message
- Print an e-mail message
- Reply to an e-mail message
- Locate an e-mail address of someone with whom you are interested in corresponding
- Send an e-mail message with an attached file
- Log out of an e-mail account

Why Use Electronic Mail?

Over the last decade, telecommunication technologies have changed the workplace dramatically. They have increased the opportunity to communicate, collaborate, and cooperate with colleagues, supervisors, and customers. People in business, higher education, and industry no longer have to wait to converse with someone over the phone. They no longer need to rely on the U.S. Postal Service and/or a world-wide delivery service to correspond with people. Today's employees and employers are using e-mail instead. E-mail allows you to send text and/or graphic images throughout the world to one or more persons at a time. In addition, the message is stored on a computer until you are ready to read it. E-mail is much faster than traditional or "snail mail," and as a result, you can send messages or examples of work-in-progress to peers or experts around the world in a matter of minutes. The speed at which electronic information travels over computer networks has changed the workplace and increased the competition between companies around the world. Because of e-mail and telecommunications technologies used in business and education, time and distance no longer have the same meaning. Today, communication can be instantaneous and global.

How Does E-Mail Work?

You may have heard terms like *server, network, Internet service provider, e-mail address,* or *password*. You may feel that learning to correspond using e-mail software on a computer is beyond your comprehension. Yet, you have sent and received letters using stamps and your local post office since you were a child. In order to understand how e-mail works, compare the tasks performed by the U. S. Postal Service with those of an e-mail service provider.

What is Web-Based E-Mail?

Web-based e-mail accounts are the easiest types of accounts to use because they do not require the subscriber to have access to his or her own computer or to an institution's computer. Subscribers to Web-based e-mail accounts can use any computer in the world, either Macintosh or PC, to access their e-mail, as long as it is connected to the World Wide Web. Websites on the Internet like Yahoo.com allow thousands of users, who do not own computers, access to e-mail accounts on servers, often for free. There are many benefits to Web-based e-mail accounts. Teachers and students can leave the school building and use the same account on any computer. In addition, each student and teacher can have his or her own e-mail account that requires a different login name and password. Make sure that each student has his or her own e-mail address. Students cannot have the same e-mail address when using the GED-i system.

Because there are a number of free Web-based e-mail providers, this module is designed to serve as a basic guide to help you understand the features they offer and how to acquire an e-mail account. If you are interested in learning more about the options offered by some of the most popular free Web-based e-mail providers, you can visit http://email.about.com/od/freeemailreviews/tp/free_email.htm.

This site provides readers with a list of the leading free Web-based e-mail services and the features of each. After reading this section of the module, select the e-mail provider from the list you think might best meet your needs. Web-based e-mail providers that have been recommended to GED-i Instruction by other educators are *Hotmail, Yahoo Mail,* and *Google Mail (Gmail)*.

Signing up for a Free E-Mail Account

If you have not selected a Web-based e-mail service, do so now. A good resource when choosing the account for you is at the following website: http://email.about.com/od/ freeemailreviews/tp/free_email.htm.

This link will give you a short overview of the services offered, as well as the pros and cons of the top ranked free service providers.

Some classrooms use this type of e-mail account to set up class accounts or individual accounts. This allows the teacher to respond and send information back to each group as well as monitor their progress. This is convenient because papers or notebooks are not shuffled back and forth between teachers and students.

Once you have selected your e-mail provider, you need to register or sign-up for a login name and password.

Select the link on the provider's home page that takes you to the site registration form. This link may say **"New Member," "Registration," or "Sign Up."**

This link retrieves a registration page with a form that asks you for some simple identification information.

Enter the corresponding information in the text boxes.

It is common for a pop-up list to be provided for the state and country.

The form will usually state if the information is optional or required.

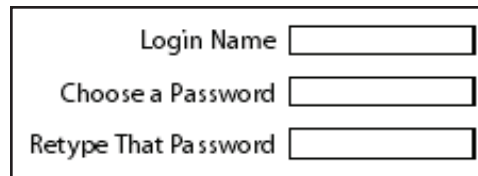Pressing the **Tab** key will move you to the next text box.

The mouse can also be used to move the cursor from box to box.

E-Mail Account Registration window

Either from the registration/sign-up page or from a page linked to the sign-up page, you will be asked to select a login name and a password.
You can use your first name or a nickname for your login name. It is never wise to use your first and

Login Name	
Choose a Password	
Retype That Password	

Login window

last name as your login for student accounts. The password should be something you will remember easily. You are asked to retype your password to make sure the server and you agree on the password you entered. This is a double check to ensure that the password you typed in originally is the password you wanted.

After you have filled in all of the blanks in the registration form, select the submit button by clicking on it. If you choose to not fill out the entire registration form, the software may display a window asking you for key information. It will also do this if you have failed to type in an answer correctly. Most Web-based e-mail providers will not allow you to omit any answers. As a result, you will need to go back (select the back button on the browser tool bar), fill in the missing information, and resubmit all of the information.

If you answered all questions correctly, a screen will be displayed that acknowledges you have successfully signed in. You are now ready to log in.

Logging into an E-Mail Account

To access your e-mail account, first log in to the website for your e-mail provider. Then, access the login window by selecting the login option on the home page. This allows the server to know whose e-mail account to bring up. A window with questions similar to those below will appear.

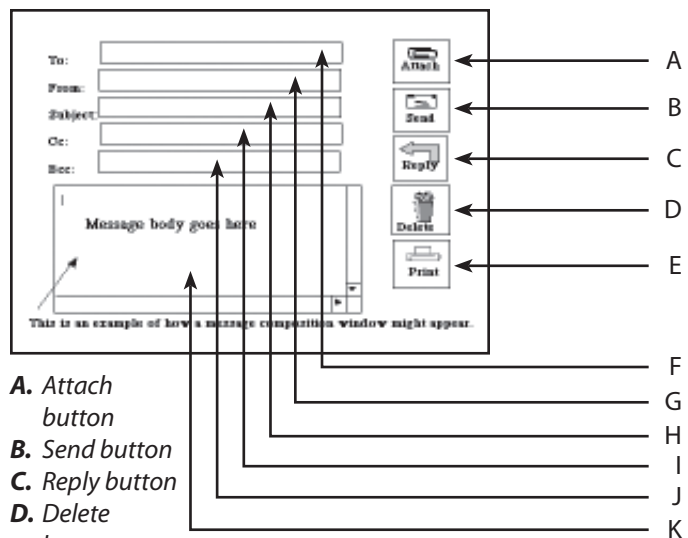The window will ask you to type in your login name and password.

If this information is entered correctly, you should then be able to access and send e-mail through your account.

Login Name [   ]

Password [   ]

Login window

Parts of an E-Mail Window

One thing you will notice right away is that free e-mail accounts on the web are heavily sponsored. That means that there are many banners and advertisements on the screen that are distracting to students and new users, but these advertisements enable the providers to offer you free e-mail access.

Each e-mail service provider's message window will have a different layout, but they will all contain similar features above the field where the message will be typed. These similar features are as follows: **To**, **From**, **Subject**, and the abbreviations **Cc** and **Bcc.**

To:
From:
Subject:
Cc:
Bcc:

Message body goes here

This is an example of how a message composition window might appear.

A — Attach
B — Send
C — Reply
D — Delete
E — Print
F
G
H
I
J
K

A. Attach button
B. Send button
C. Reply button
D. Delete button
E. Print button
F. To field
G. From field
H. Subject field
I. Cc field
J. Bcc field
K. Message field

A Closer Look at the Basic Components of an E-Mail Message Window

To
This is where you type the address of the receiver of your message. An e-mail address looks like a string of letters and/or numbers separated by the @ ("at") sign. The characters in front of the @ sign are referred to as the "user's name." The characters after the @ sign tell you the server where the user's e-mail box is located and where the messages are stored. You must type both parts and the @ sign in the **To** field correctly for your message to get to the intended receiver. Following the location of the recipient's mail box, there must be a period and the domain name. The domain name signifies the type of organization or enterprise that owns the server storing the mail. The most common domain names are only three letters long and are usually one of the following abbreviations: gov, edu, com, org, or net.

From
The e-mail program you are using should fill this in automatically if you register correctly. Even if the **From** field is not present on your composition page, as in the example on the previous page, it will appear on the message a person receives.

Subject
A message can be sent without a subject. It is a courtesy to the receiver to highlight your message by typing in a short subject. This is especially helpful when you are waiting for an urgent or specific message.

Cc
This feature allows you to send a "carbon copy" of the exact same message to a second party. Just like the **To** feature, the **Cc** feature will have your e-mail address, and it will appear above the message along with the addresses of all the others to whom a copy is sent.

Bcc
The "blind carbon copy" feature allows you to send a copy of your message to a recipient unknown to everyone else who receives that message.

Other Features of E-Mail Applications

Composition Window
This is a box or screen in which you may type a message and/or respond to a message. Every e-mail program provides you with a place or window in which you can type your message. To type in the window, you may press the tab key until the cursor appears in the window or place the mouse pointer in the window and click to activate the cursor.

Attach
This feature is available with most e-mail programs. It allows you to attach an electronic file to your message. The file can be a text or graphic document that you created with a software application other than your e-mail program. When you are using the attach feature of your e-mail application, you will have to tell the computer where the document is stored. You will have to know how to copy the document and send it with your e-mail message. Before sending an attachment larger than 50k, be sure the document is not too large for the server. Many e-mail service providers restrict the size of attachments their users can store on their servers.

Send
After you have addressed and composed the message, select the **Send** button to send your message through the Internet to your intended receiver.

Reply
If you need to send a response to an e-mail message you have received, click on the **Reply** button. This command instructs the computer to reverse the address of the sender and the receiver. You will be the sender and the sender of the original message will be the receiver. The message screen may then display the message you received, so you can add your response above or below it. It may give you a blank window in which you can prepare a response. **Reply** is the quickest and easiest way to send a response. Be sure that when you use the **Reply** feature, the message you are replying to is going to only the intended parties and not to everyone on a list.

Delete
If you change your mind and no longer need to send the message you created, you simply hit the **delete** or **clear** key, and it will be erased.

Print

Some sites will have a print option that allows you to print a message. If **Print** is not an option within the e-mail site, all messages can be printed by selecting the **Print** button located in the File menu from your web browser's menu bar.

Composing and Sending an E-Mail Message

You have signed up for an e-mail account. You have logged in, and you have a password. You are ready to compose your message.

In the **To** field, type the Internet e-mail address of the person to whom you wish the message to be sent. In this lesson, start by experimenting with your e-mail address. Send a message to yourself. Type your own e-mail address after **To**.

Sending an E-Mail window

Your e-mail message window might not display the **From** feature, as in the example to the right. Remember that even if it is not displayed, it will be included with the message that is sent. Many e-mail providers also include the name of the sender after their e-mail address.
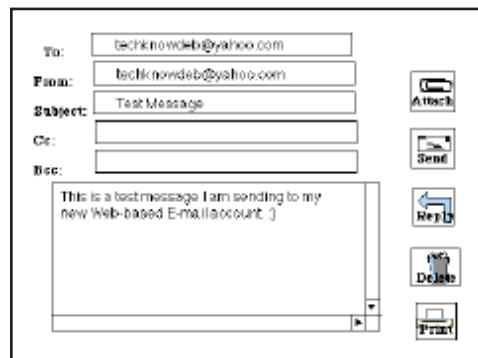
In the **Subject** field, type "Test Message."

Move the cursor to the composition window by pressing the **Tab** key, or point and click with the mouse to activate the cursor in the message composition area. In the composition area, type a short test message similar to the one in the example above.

Select the **Send** button. It usually appears near the composition window. Once send is selected, the composition window will immediately close, and a progress window will be displayed confirming that your e-mail has been sent.

Accessing and Reading an E-Mail Message

After you correctly log in to your e-mail account, a message window will appear notifying you that you have received an e-mail message. An example of what the window might look like is pictured at right.

You have three unread messages.

Click <u>check mail</u> to view your mailbox.
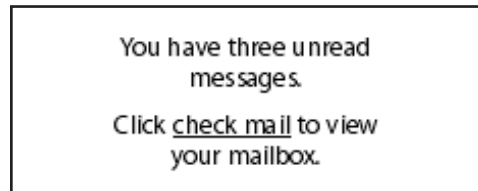
Message window

The window will probably have a button or underlined text labeled **Check Mail** or simply **Mail**. When selected, it will link you to a page that will bring up your **Inbox**. Your **Inbox** will display a list of all the e-mail that has been received in your mailbox.

	Sender	Date	Size	Subject
●	Joe Smith	01/22/99	0.5k	Test Message

Inbox window

- In one column, each message should have a symbol or be highlighted to indicate whether the message has been opened and viewed. The system should indicate if it is a new message or an old message that has not previously been viewed. This column is often too small for a heading. As you begin to use your account, you will become familiar with the meaning of each of the symbols.

- In the Sender column are the names or e-mail addresses of each person who sent you mail. This is helpful if you want to sort your mail into folders or expect to receive an important message.

	Sender	Date	Size	Subject
●	Joe Smith	1/22/99	0.5k	Test Message

Sender column

- Under the **Date** column, you will see the date when you received each message.

Sender	Date	Size	Subject
● Joe Smith	01/22/99	0.5k	Test Message

Date column

- Under the **Size** column, you will see how large each message is, measured in kilobytes (k). This type of information is important when a message has an attachment because, as stated earlier, a large message could fill someone's entire mailbox. A full mailbox could cause the e-mail server to reject all other mail sent until that message is deleted. It is suggested that you save all your attachments to your computer's desktop or to your hard drive. You should not save your attachments in your Inbox.

Sender	Date	Size	Subject
● Joe Smith	01/22/99	0.5k	Test Message

Size column

- The **Subject** column displays the subject titles that senders have given to each message.

| Sender	Date	Siz	Subject
● Joe Smith	01/22/99	0.5	Test Message

Subject column

Select a message to open by placing the cursor on the line listing that message and clicking the window.

If you have composed a message and want to send it later, you can save that message as a draft. This may be done by selecting either the **Save as Draft** or the **Send Later** options near the composition window.

Your e-mail site will have a section that stores message drafts. This section is most commonly referred to as Folders.

An example of **Folders** is pictured to the right. To open a folder, click on the **Folder** icon. A deleted message will appear in the **Trash**. The **Trash** is usually emptied each time you log out.
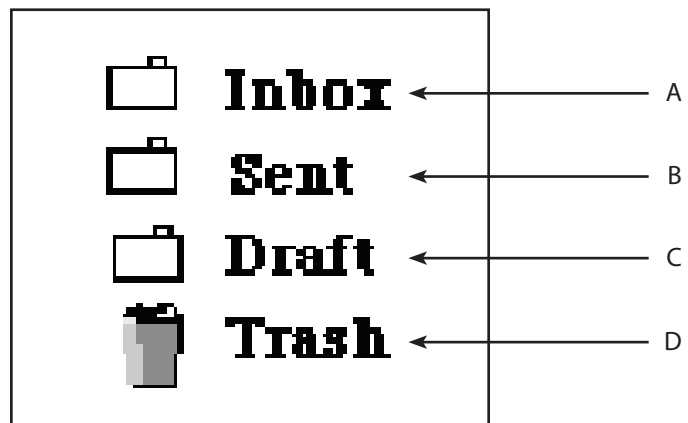
A. Inbox folder
B. Sent folder
C. Draft folder
D. Trash folder

Sending a Carbon Copy (Cc) and a Blind Carbon Copy (Bcc) of an E-Mail Message

From your online address book, you can also send a carbon copy **(Cc)** of a message to a second person. Simply select the e-mail address of the person that you want to receive a copy of the message you are typing. Then, click the Cc option.

A blind carbon copy **(Bcc)** is sent in the same way as a **Cc** is sent. The difference is that the recipient of a **Bcc** is not identified to the other recipients of the message.

Replying to an E-Mail

To reply to a message you have received, look at the inbox and open the message. Select the **Reply** option near the composition window. A new message composition window will appear with the **To** already filled in. It will include the address of the sender of the original message. The sender's original message may be in the message composition area. Each line of the original message is often identified by a "greater than" (<) symbol that appears in front of a line of text. You may type your reply either above or below the original message, or you may delete or change the sender's message before you type your new message in the composition area. When you have finished typing your reply, select the Send option to send it out over the Internet.

Printing an E-Mail Message

If the e-mail web site you currently are using is in frames format, the message will be in one frame. The e-mail option menu will be in another frame. Be sure to click somewhere inside the message window frame before selecting **Print** to assure that the message will be printed. To print an e-mail message, select the **Print** option from the Web browser menu bar.

Sending a File Attached to an E-Mail Message

A document may be attached to an e-mail message. This feature allows you to send formatted text and/or graphics to someone.

To attach a file or document, select the **Attach** option found on the composition page. This option should let you locate the file or document you want to send and show the computer where the file or document is. It is important to know the name of the file or document you want to attach and its location before selecting the **Attach** option. Once you have identified the file or document, click **Attach**.

Repeat the process for additional files you would like to attach. Do not attach a really large file; most servers limit the size of files they will accept..

Logging Out of an E-Mail Account

To log out of a Web-based e-mail account, select the button that says **Log Out**. Many accounts will automatically log you out after a specific amount of time, after you disconnect your Internet connection, or when you quit your Web browser.