

GED-*i*

 ***Teacher's Manual***
National Partners

www.ged-i.org

Fall 2007

Preface: The GED Test	4
Language Arts, Writing	6
Language Arts, Reading	7
Mathematics	8
Science	9
Social Studies	10
Section 1: Introduction	
Welcome	11
Overview	11
How the System Works	12
Section 2: Getting Started	
Hardware Requirements	13
Web Browser Requirements	14
Sessions Variables Lifetime	15
Enabling Cookies on Internet Explorer in Windows®	16
Enabling Cookies on Internet Explorer on the Macintosh	19
Enabling Cookies on Firefox in Windows®	20
Enabling Cookies on Firefox on the Macintosh	21
Plug-Ins	22
Plug-Ins Needed for This Class	23
Section 3: Succeeding Online	
Succeeding Online	25
Assessing Your Students' Ability to Learn Online	25
Student Self-Discipline Assessment	26
Student Time Management Assessment	26
Teacher and Student Technology Assessment	27
Student Reading, Writing, and Communication Skills Assessment	27
Tips for Success in an Online Course	28
Netiquette	31

Section 4: Teacher Navigation

GED-i Instruction Quick Start Orientation	32
Welcome to GED-i	34
Teacher Center	35
Change Your Password	36
Teacher's Registration Screen	37
Registration Information	38
Teacher Center	39
Student List	40
Classrooms	41
Edit Class	43
Class Roster	46
E-Mail Class	51
View Sent Mail	52
Calendar	53
Student Center	54
Class Materials	55
Class Materials-Class Tools	56
Class Materials-View Answer Key	57
Teacher Tools	58
Navigation Icons/Buttons	60
Menu Bar	64

Section 5: Module Descriptions

Math Module Overview	65
Language Arts, Writing Module Overview	70
Language Arts, Reading Module Overview	74
Social Studies Module Overview	78
Science Module Overview	83
Test Taking Module Overview	88
Consumer Education Module Overview	89

Section 6: Web-Based E-Mail Tutorial

Web-Based E-Mail Tutorial	95
Signing Up for a Free E-Mail Account	98
Logging in to an E-Mail Account	100
Accessing and Reading an E-Mail Message	104
Sending a Carbon Copy (Cc:) and a Blind Carbon Copy (Bcc:) of an E-Mail Message	107
Replying to an E-Mail	107
Printing an E-Mail Message	107
Sending a File Attached to an E-Mail Message	108
Logging Out of an E-Mail Account	108

For the purpose of compliance with Section 511 of Public Law 101-166 (the Stevens Amendment), approximately 100% of federal funds were used to produce this publication.

This file can not be reproduced without the written consent of the
 Center for the Application of Information Technologies
 90 Horrabin Hall, Macomb, IL 61455 • 309-298-1804

© 2007

Illinois Community College Board and
 Center for the Application of Information Technologies

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 to this question for each of the five tests in the GED battery.

What does the GED Test include?

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

As with previous GED Tests, the 2002 test series covers the core academic areas of language arts, social studies, science, and mathematics. GED candidates 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, GED Tests are 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 2002 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 now encounter more business-related and adult-context information texts across all five tests than in the previous curricula.

The tests reflect 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, the timed essay portion, has been implemented.

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 will 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 will 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, choose from the following sections:

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

Language Arts, Writing

What Is Tested?

The Language Arts, Writing test has two tests. Part I consists of 50 multiple-choice questions that require GED Coordinators to revise and edit workplace, how to, and informational documents. Scores are combined with those of Part II, the essay portion, and reported as a single score.

Questions from Part I are divided among the following three 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 an essay on a general topic. Part II assesses the GED Coordinator's ability to write an essay about a familiar subject and requires writers to present their opinion or views about the assigned topic.

Candidates will have 45 minutes in which to plan, write, and revise the essay. Two trained readers will score the 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 the essay on a 4-point scale, and the scores will be averaged to find your final score. Candidates who earn a final score of less than 2 on the essay, must retake both Parts I and II of the Language Arts, Writing Test. Also, they must write only on the assigned topic; if they don't, their essays will not receive a score, and they 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). The passages continue to range from 300 to 400 words. There will be one poem (8 to 25 lines) and one piece of drama on every test form.

Interpreting Literature and the Arts has become 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 from 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, etc., 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 GED Mathematics Test; 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 the candidate must identify the correct way to solve the 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 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 these.

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 the candidate to understand, interpret, or apply information that is provided on the test or that is learned through life experience. The information may be found 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 as single questions.

The current GED Social Studies Test contains more history questions, with more clearly defined content in world history. It has more clearly defined content sampling from the eras in U.S. and world history. It contains 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. The test 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. The test includes a greater percentage of questions based on graphic or visual source materials. The test includes questions that test visual processing skills with source material that is graphic or visual. The test includes photographs as source materials.

A greater percentage of 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). The test includes 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 more resources for students who can not attend traditional classes to study for the GED any time, from anywhere while they receive support from their local 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 completing the GED.

Priorities for GED-i Instruction

- Developing an intuitive, easy-to-use, database-driven online 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.

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 home, library, adult education site, or one-stop, as long as the technology of the 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 IDs and passwords, and given access to a student handbook online. Students 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, and students will focus on all areas; however, areas of weakness will be the highest priority.

After the completion of the GED-i Instruction, students should be prepared to take the GED Test. The GED-i Instruction course cannot guarantee that students will pass the test, but they will be better prepared if they accept the challenge and apply 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, students must possess the technologies listed below. This section of the 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® 6 (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®

To learn about the computer's processor, operating system, RAM, and modem speed capabilities, refer to the computer's help section and the manual that came with the 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 button shown at right, and GED-i will test the system for compatibility, and recommend upgrades, if needed, and provide links to sites with downloadable software.



Browser Test button

Web Browser Requirements

In order to participate in the GED-i Instruction, students 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.

Students who do not currently have a web browser installed on their computer or who need to upgrade their web browser, can log on to the Microsoft Corporation website at www.microsoft.com for Internet Explorer or www.firefox.com to get the Firefox browser.

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, students will have to ensure that it is "cookie" enabled. An enabled cookie saves the user's login name in the web browser allowing them to navigate through the entire website, submitting activities, and retrieving their information from databases such as the **portfolio** or **e-mail**. The cookie that is created when a student logs in is removed as soon as they exit their web browser.

Sessions Variables Lifetime

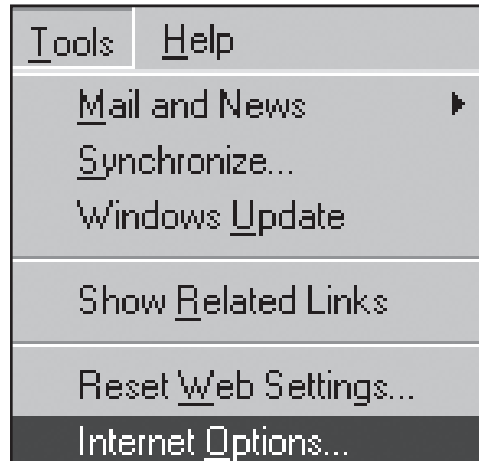
The sessions variables lifetime is an automatic feature that will time users out of GED-i Instruction if they are not working in the system. The amount of time of inactivity allowed by the system is listed below.

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. If users explore another site for more than an hour (two hours for students), their GED-i web browser will log them out, and they will need to log in again to access GED-i Instruction.

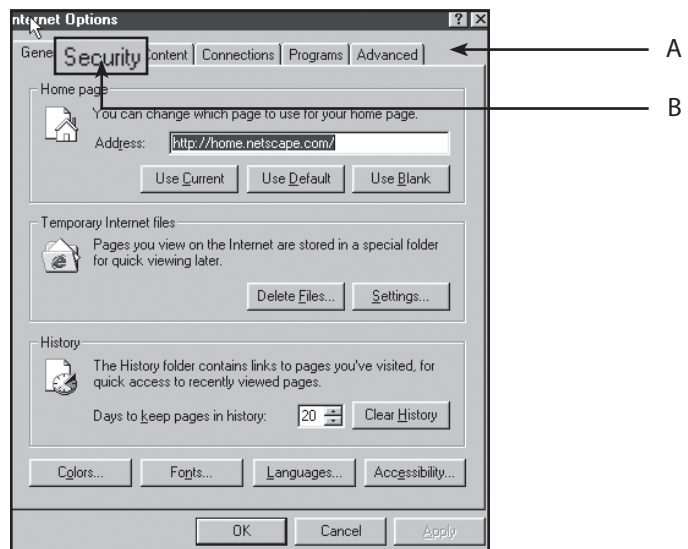
Enabling Cookies on Internet Explorer in Windows®

- Choose **Tools > Internet Options** from the web browser toolbar.



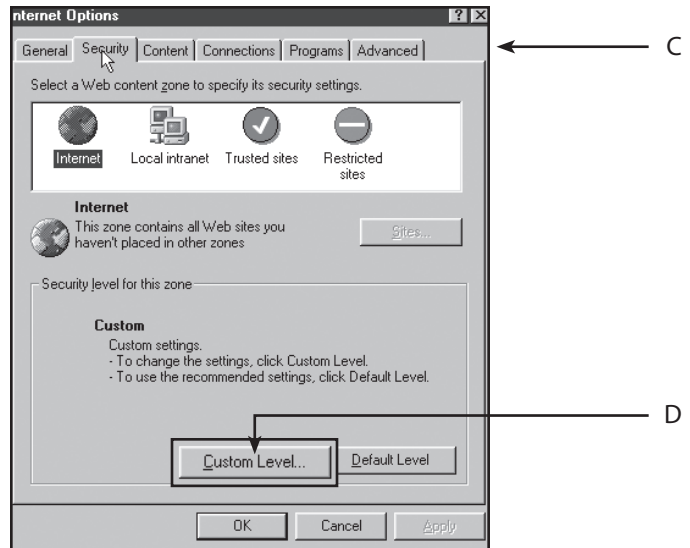
Tools > Internet Options

- The Internet Options window will appear.
- Click on the **Security** tab.



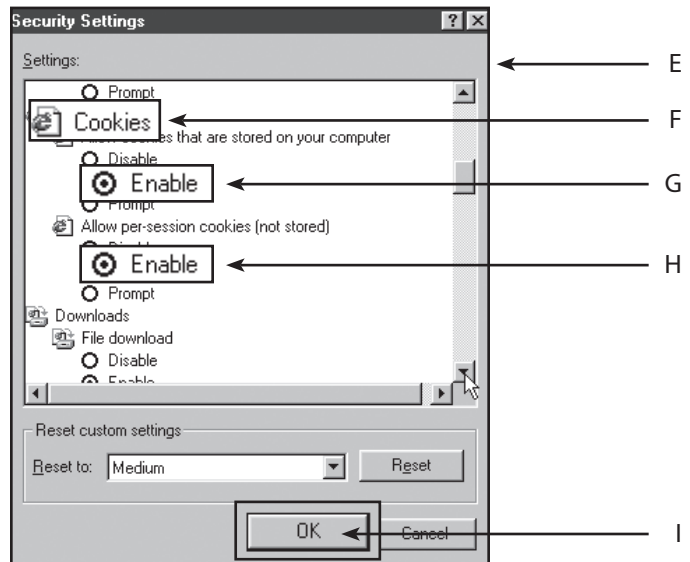
- A.** Internet Options window
- B.** Security tab

- The Security window will appear.
- Click **Custom Level**.



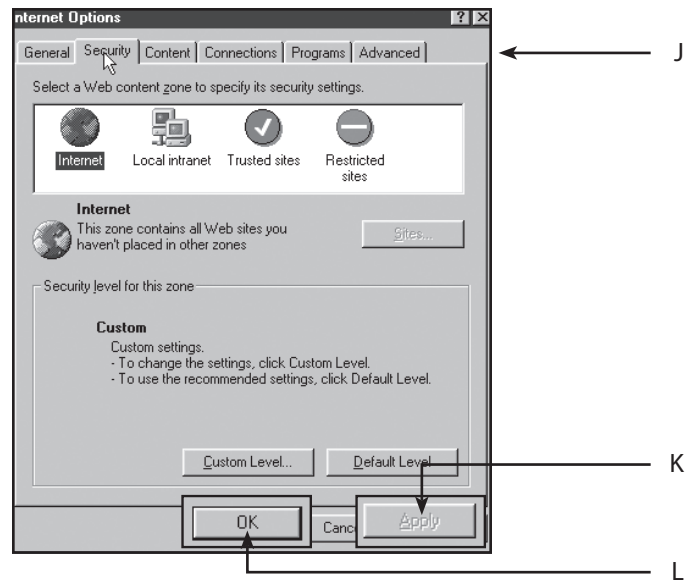
C. Security window
D. Custom Level

- A Security Settings window will appear.
- Scroll down to **Cookies**.
- Under **Allow cookies that are stored on your computer**, click the **Enable** radio button.
- Under **Allow per-session cookies (not stored)**, click the **Enable** radio button.
- Click **OK**.



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

- The Security Settings window will close, and users will be returned to the Internet Options window.
- Click **Apply**.
- Click **OK**.



J. Internet Options window

K. Apply

L. OK

Enabling Cookies on Internet Explorer on the Macintosh

- Choose **Edit > Preferences** from the web browser toolbar.

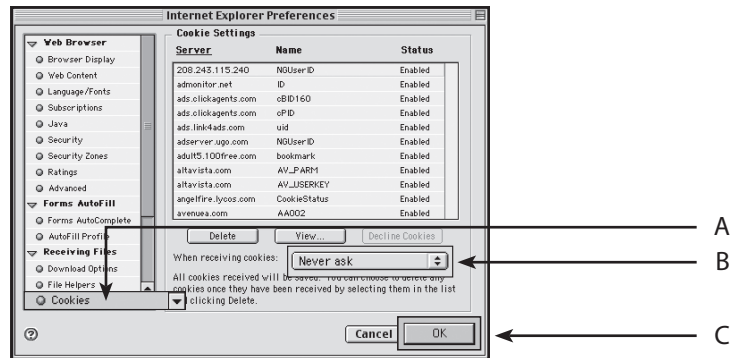


Edit > Preferences

- Under **Receiving Files**, click **Cookies**.
- On the **When Receiving Cookies** drop-down menu, choose an option.

To assure that users get all necessary cookies for GED-i Instruction, it is best that they choose **Never Ask**. Your web browser will accept all cookies. They can delete cookies once they've been received by selecting them and clicking **Delete**.

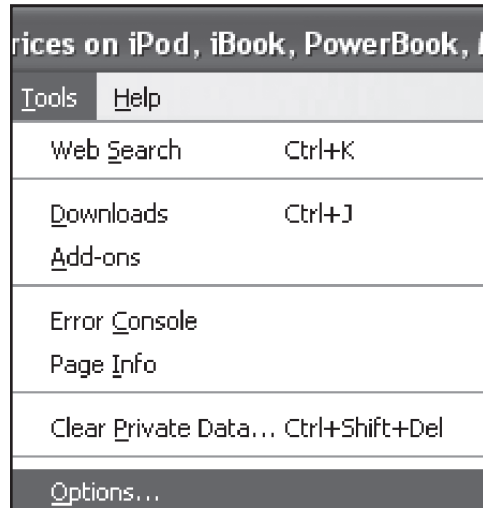
- Click **OK**.



- A. Cookies
- B. Never Ask
- C. OK

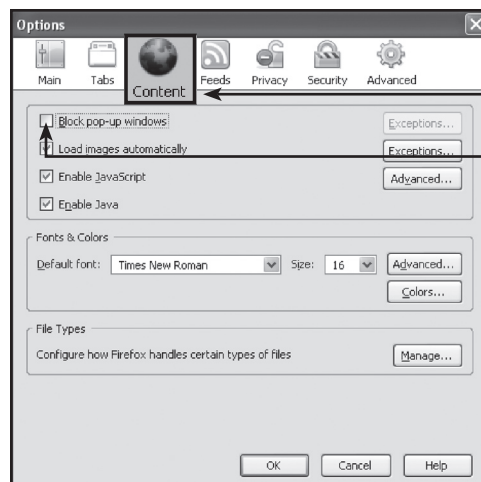
Enabling Cookies on Internet Firefox in Windows®

- Choose **Tools > Options** from the Firefox 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 the web browser 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 enabling cookies you must install the Flash and Adobe Acrobat plug-ins in order to ensure that the 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 the web browser “plug-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. A plug-in is not a physical piece of equipment you can see and feel; it is internal software that the web browser calls upon to help it perform.

How Does a Plug-In Work?

When the 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 users to download the plug-in. 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. The web browser will open or play the file. If you select **Cancel** at the download prompt, however, the web browser will not open or play the file.

How Do I Locate Plug-Ins?

Usually, when users need a specific plug-in they will be provided with a prompt which has a button to click on. This button links them 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. Find out who manufactures the plug-in and go to the manufacturer’s home page.

Plug-Ins Needed for This Class

Adobe Flash Player®

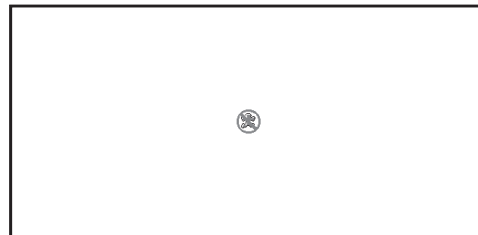
Flash Player is a free program that can be downloaded from Adobe's home page. This program will allow users to view websites that use animation and Flash files.

When to Use Flash Player

- When a message comes up on the 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 the file cannot be read

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

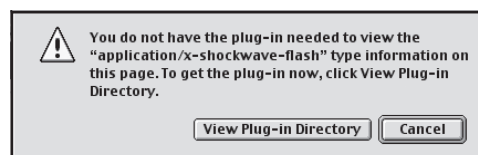
If you come to an activity within the GED-i content and see either of the messages shown at right, the Flash plug-in is not installed on your web browser.



Plug-in missing

Where to Download Flash Player

Download the latest version of Flash Player from the Adobe website at www.adobe.com.



Plug-in missing

Where to Get Help

For help 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 users to view documents and files saved in the portable document file (pdf) format.

When to Use Acrobat Reader

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

Many computers 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 currently in use and install the latest version, if needed.

Where to Download Acrobat Reader

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 to Get Help If I Have Problems?

For help 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 instructors identify whether or not your students possess these skills can be found on the following pages. If they 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 you can develop a plan to help them overcome potential problems. If you feel that students are weak in several of the skills presented here, you can work with your students to accommodate their needs.

Assessing Your 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, discuss the questions they have written down. Create a plan for overcoming the complications if they occur.

Student Self-Discipline Assessment

The following assessment questions can be given to your 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?
 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 web. 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 [www.http://www.studygs.net/netiquette.htm](http://www.studygs.net/netiquette.htm) or <http://www.learnthenet.com/English/html/09netiq.htm>. These sites provide more information about the origin of netiquette, and rules and guidelines for practicing good netiquette.

GED-i Instruction Quick Start Orientation

Welcome

This Quick Start will help you understand what you and your students need to do before you begin and during the first time you use the GED-i Instruction. GED-i Instruction is designed to be used as a supplement to the GED classroom, and focuses on the areas of Math, Reading, Writing, Social Studies, Science, and Test Taking. To use this program, you need to be registered and receive a login and password from your program administrator.

Using GED-i Instruction

Before you begin, do the following:

- Identify your computer (Macintosh or PC).
- Type in the URL www.ged-i.org.
- Click on Online Instruction.
- Log in (obtain login ID and password from administrator).
- Create class(es) using **Edit Class** feature in the Teacher Center.
- Make sure each student has his or her own e-mail address.

The program is divided into two distinct parts: (1) the areas that students can access and (2) the Teacher Center. Both areas can be accessed from the main GED-i website at www.ged-i.org. Students may only enter the student area, but as a teacher, you can go into both parts.

The resources and tools that you will need to use this system are located in the Teacher Center. There you will be able to create and edit the class roster, communicate with the students, access the lessons and answer keys, access a lesson plan database, and export student data. ***It is suggested that you spend some time familiarizing yourself with the system before you use it with your class.*** Only your program administrator and you have access to this information.

Teaching using an online resource is different from teaching in the classroom. It is suggested that, in addition to familiarizing yourself with the Teacher Center, you spend time going through the student instruction.

Prior to using the GED-i Instruction, you will need to enter your students into the system.

To do this, you will need to have your students' names, addresses, e-mail addresses, TABE-related information, previous GED scores, and any objectives, instructional plans, or special accommodations. It will take five to ten minutes per student to register them; do this before you plan on having students access the system.

Note: Individual e-mail accounts for students are mandatory.

Within the Teacher Center, you will find an online manual that will describe in detail how to navigate and use the system. Your regional service center also has this information and may be able to assist you with using the system.

Help

If at any time in your use of GED-i Instruction you have questions about how the system works or have technical problems, contact User Service and Support at (866) 250-5494, Mon.-Fri., 9am to 9pm and Sat., 9am to 5:30pm, or e-mail gedsupport@cait.org. Identify yourself as an instructor using GED-i Instruction, and describe the question or problem you are having.

Welcome to GED-i

The program you are about to use has many features to ensure easy navigation, practical communication, and valuable resources for GED instruction.

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

The screenshot shows the GED-i login interface. At the top right, there are fields for 'LOGIN ID' and 'PASSWORD', a 'LOGIN' button, and links for 'Forgot your Password' and 'Create New State Account'. Below the login area, a 'Welcome to the new GED-i' message instructs users to select a login section. Three main content boxes are displayed: 'GED TESTING INFO', 'GED-i PARTNERS', and 'INTRO TO GED-i'. Each box contains descriptive text and a 'VIEW MORE' button. Arrows labeled A, B, and C point to the 'VIEW MORE' buttons in the first, second, and third boxes respectively.

- 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.

Teacher Center

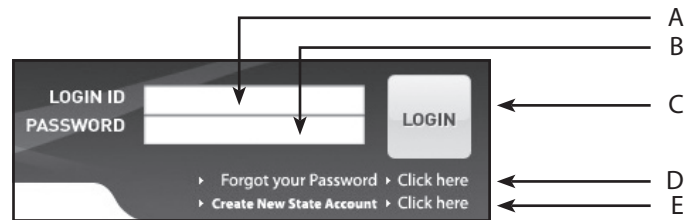
The Teacher Center is the starting point for your GED-i Instruction courses. Your administrator should have registered you and you should have received a GED-i login and password.

In order to access GED-i Instruction, programs and instructors need to receive training from the Center for the Application of Information Technologies (CAIT). Training contact information:

Crystal Hack, GED-i Coordinator
 Phone: (309) 298-1804
 Email: chack@cait.org

Richard Chamberlain, GED-i Director
 Phone: (309) 298-1804
 Email: rchamberlain@cait.org

If you forget your password, click on the **Forgot your Password - Click here** link, and your password will be e-mailed to you automatically.



- A. Login ID field
- B. Password field
- C. Login button
- D. Forgot your Password link
- E. Create New State Account link

Change Your Password

After you log 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 **Teacher Tools** section of the **Teacher Center**.

The screenshot shows a form with the following elements:

- A link at the top: [Click here to skip this screen.](#)
- Three text input fields labeled "Old Password", "New Password", and "Retype Password".
- A "Change Password" button at the bottom.

Arrows labeled A, B, C, and D point to the Old Password field, New Password field, Retype Password field, and Change Password button, respectively.

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

Teacher's Registration Screen

The information entered into the teacher registration form is confidential and is only used to verify user authenticity, if needed. The funding agency or your program administrator could access the system to verify valid usage, and GED-i Instruction may contact instructors for suggestions for improvement of the system.

To complete the information, simply click on the buttons for the possible options, and type the appropriate information in the fields provided. Each question or field must be completed before you click the **Register** button. If you are unsure of a response, reply with an "x."

When all the fields are complete, double check your responses and click on the **Register** button. This will take you to the Edit Class screen.

Teacher's Registration Screen

Program Name Name

First Name Name

Last Name Name

Full time or Part Time

Full Time

Part Time

Main Campus or Off Campus

Main Campus

Off Campus

No of Years Taught

Why are you registering for GED Illinois?

Are you receiving any incentives for teaching online ?

How do you plan to use GED Illinois?

Stand-Alone

Supplement

Combination

Other

Street **City**

State **Zip**

Phone **Fax**

Web Address **Email**

Operating System

Other

Computer Type

Macintosh

IBM Compatible

Other-Please Explain

Browser Type

Netscape

Internet Explorer

Other-Please Explain

Internet Access

28.8 K modem

56 K modem

T1

Other-Please Explain

How would you describe your skill as a computer User ?

Beginner

Intermediate

Advanced

Have you ever supported an online course before ?

Yes

No

Other-Please Explain

Where do you plan to access this course from ?

Work

Home

Both

Teacher's Registration Screen

Registration Information

The **Registration Information** form allows you to establish a starting point for your students. You can create and edit a student's records in regard to TABE scores, GED pre-test results, and other assessments. This form is also accessible through the **Edit Class** feature and the **Profile** icon.

The middle section of the registration form allows you to register students in the modules. Only the modules that you select will be accessible to the student. Once the registration form has been completed, each module that a student is registered for will indicate that they have been assigned to your class. Each module also allows you to decide whether the student can skip the pre-survey. **It is important to note that once a student is allowed to skip the pre-survey, they can not go back and take it at a different time.** If the student skips the pre-survey, it will be suggested that they do ALL of the lessons in the module. The **Post-Survey** will be available to all students, regardless if they skip the **Pre-Survey**.

You may change scores, update information, and allow or deny access to modules related to student progress. The first part of the registration will remain constant; however, you may have different objectives for a student for each module he or she is studying, and you may enter those different objectives for each module on the second half of the form.

First Name	Johnson		
Last Name	Cindy		
E-Mail	cjohnson@yahoo.com		
Student ID #	123456789		
<small>(Social Security Number, Program Identification Number, etc.)</small>			
TABE Score	89		
Practice GED Test Score	67		
• Writing	45		
• Social Studies	9		
• Science	6		
• Literature	9		
• Math	5		
Please record the grade level and composite score for us to use to measure outcomes:			
	TABE	Level	Form
• Survey	A	A	5/6
• Full Battery	A	A	7/8
Was the student previously tested? If yes, what were the GED Scores:			
Language Arts, Writing	9		
Language Arts, Reading	4		
Social Studies	7		
Science	6		
Math	7		
<input type="button" value="Continue"/>			

Objectives	
<input checked="" type="checkbox"/>	Obtain a job
<input checked="" type="checkbox"/>	Retain current job
<input checked="" type="checkbox"/>	Improve current job
<input checked="" type="checkbox"/>	Earn a secondary school diploma or GED certificate
<input checked="" type="checkbox"/>	Enter post-secondary education or training
<input checked="" type="checkbox"/>	Improve basic literacy skills
<input checked="" type="checkbox"/>	Improve English language skills
<input checked="" type="checkbox"/>	Obtain citizenship skills
<input type="checkbox"/>	Achieve work-based project learner goal
<input type="checkbox"/>	Other personal goal
Instructional Plan for this Student	
Special Accomodation Needed	
<input type="button" value="Submit"/>	

Registration Information windows

Teacher Center

In the Teacher Center you will find tools, features, and resources for helping your students prepare for the GED test.

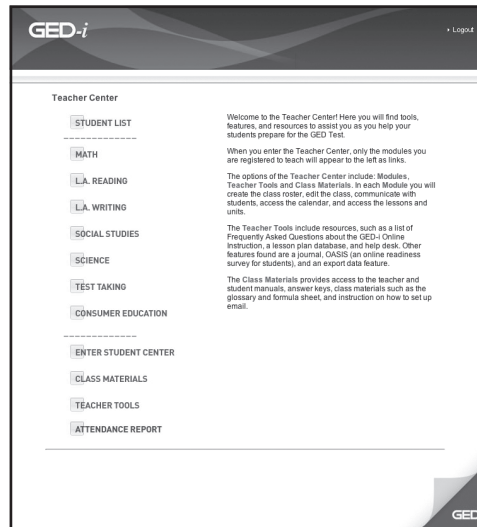
The buttons on this page include **Student List**, **Math**, **L.A. Reading**, **L.A. Writing**, **Social Studies**, **Science**, **Test Taking**, **Consumer Education**, **Enter Student Center**, **Class Materials**, **Teacher Tools** and **Professional Development**.

The **Student List** contains a complete list of all students for every module. From here, you can see new submissions and link to a student's portfolio.

Each of the modules (Math, Reading, Writing, Social Studies, Science, Test Taking and Consumer Education) is listed, and by selecting these buttons you can manage the classrooms.

The **Class Materials** section has links to both the **Teacher and Student Manuals**. The **Class Tools** button provides access to materials designed to assist students in each of the modules. **Answer Keys** provides answers and feedback for all of the lessons. And the **How to Set Up E-Mail** button provides information for setting up e-mail accounts. You may download and print any of the items in the class materials site, so you can refer to them without being online.

The **Teacher Tools** section provides you with access to information such as journals, lesson plan databases, Frequently Asked Questions about the GED-i Instruction, and OASIS, an online readiness survey for students. Additional resources include the ability to **Export Data** using an Excel worksheet, access to the **Help Desk**, and links to both teacher and student resources.



Teacher Center window

Student List

The **Student List** feature contains a complete listing of all students for every module/class. It shows the last login (date and time) for each student and also shows new submissions by the students.

A green dot will show up in a student's row indicating that he or she has made a new submission to the module. Click on the green dot to view the student's new submission(s).

This will take you to the **Portfolio** feature which is located in the **Class Roster** section of the **Teacher Center**. This is just another way to access/view student information for each module/class.

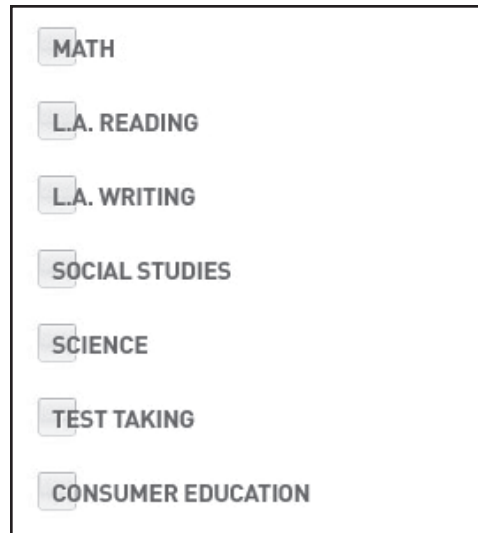
Student	Math	L. A. Reading	L. A. Writing	Social Studies	Science	Test Taking	Consumer Education
Sammy Hanks	•	•	•	•	•		•
Betsy Jenkins	•						
Jack Wilson	•	•	•	•	•	•	

A. Click on the green dot to view student's new submissions.

Classrooms

The **Classrooms** section of the Teacher Center has the main tools teachers use to create and manage their classrooms, and monitor and interact with their students.

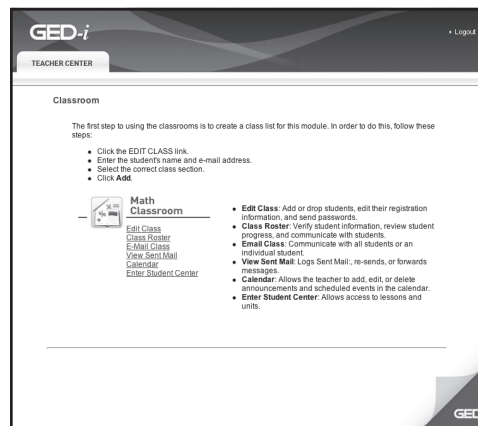
To enter a classroom, click on the corresponding **Module** name. For example, to enter the **Math** classroom, click on the module titled "Math".



Click on a Module to enter that classroom.

The **Classrooms** feature contains all of the resources needed to facilitate each module. The tools include **Edit Class**, where you create the class lists, add students, and update student status. The **Class Roster** feature allows you to verify student information, review student progress, and locate the portfolio. **E-mail Class** allows you to communicate with the entire class, selected students, or individual students. The **View Sent Mail** logs sent e-mail, enabling you to re-send or forward information. The **Enter Student Center** allows access to lessons and units.

The **Classrooms** section is where you will add students to your class. The **Edit Class** link is where you edit your students list and generate student IDs and passwords. The other features under this heading help you monitor students' progress and assess their strengths and weaknesses (**Class Roster**), communicate with them (**E-Mail Class**, and **View Sent Mail**), and display your planned activities in calendar form, making it easy for your students to transfer the information to their personal calendars. Additionally, the **Enter Student Center** button provides access to lessons and units in the modules.



Math Classroom window

Edit Class

The **Edit Class** screen contains an empty field, and it is the starting point for your GED-i Instruction course. In order to access student information and other resources, you must first create a class by entering students' names. The links below Teacher Tools and Classroom will not work in the Teacher Center until students are entered in the online course. Make sure that each student has his or her own e-mail address. Students cannot have the same e-mail address.

To enter the students' names, simply type them in the appropriate field. Be sure to include each student's e-mail address. Students are required to have e-mail accounts to use the GED-i Instruction system, and this will allow you to send e-mail to and receive e-mail from your students. See the free Web-based e-mail instructions regarding this requirement.

In order to add a new student, select the **Add New Student** field. Enter the student's name, e-mail address, and class section. Then select the **Add** button. This will post the student's name to your class list. The system will generate the students' login IDs and passwords; however, the system does not send the login ID or password to the student. You will need to select the **Send Pwd** button and the information will be automatically sent to the student's e-mail account. Although the access information for GED-i Instruction can be shared via e-mail, it is highly recommended that you meet face-to-face with students before they start GED-i Instruction.

After you click the **Add** button and select the appropriate classroom, you will have to fill out a registration form for your students. In addition, the **Registration** link is available to change information in the student's profile as scores improve or his or her status changes. The **Change Status** button will allow you to identify the student's status. The menu in the directions box will provide you with the definition of each option.

The screenshot shows the 'Add New Student' form. It includes fields for First Name, Last Name, E-mail, and Section. Below these is an 'Add' button. Underneath is an 'Active Student List' table with columns for First Name, Last Name, E-mail, Login ID, Password, Section, Registration, Change Status, and Send Pwd. The table contains three rows of student data. Labels A through J point to specific elements: A (First Name field), B (Last Name field), C (E-Mail field), D (Section menu), E (Add button), F (Send button), G (Status button), H (Edit button), I (Password field), and J (Login ID field).

First Name	Last Name	E-mail	Login ID	Password	Section	Registration	Change Status	Send Pwd
Johny	Barker	jobar@yahoo.com	jb023	barker	A	Edit	Status	Send
Rose	Wilcox	rosie@hotmail.com	rw876	wilcox	A	Edit	Status	Send
Lance	Smith	lsmith@dogpile.org	ls145	smith	A	Edit	Status	Send

- A. First Name field
- B. Last Name field
- C. E-Mail field
- D. Section menu
- E. Add button
- F. Send button
- G. Status button
- H. Edit button
- I. Password field
- J. Login ID field

The **Registration Info** feature is where an administrator or teacher adds or edits a student's registration information. TABE scores, practice GED test scores, student instructional plans, and special accommodations information is stored in the **Registration Info** section.

Under the **Edit Class** option, you may change the student's registration information. Click on the **Edit** button in the Registration column and update the student's information.

Remember to click on the **Continue** button located at the bottom of the page to save the changes and update the student's registration information that is stored in the GED-i system.

Note: You can also access and edit the student's **Registration Info** under the **Class Roster** section by clicking on the **Reg. Info** tab.

First Name	Vikas	
Last Name	Agarwal	
Email	test1@test.org	
Student ID #	900092839	
<small>(Social Security Number, Program Identification Number, etc.)</small>		
TABE Score	89	
Other		
Practice GED Test Score	500	
• Writing	10	
• Social Studies	10	
• Science	10	
• Literature	10	
• Math	10	
Please record the grade level and composite score for us to use to measure outcomes:		
	TABE	Level Form
• Survey	A	5/6
• Full Battery	A	9/10
Other:		
Was the student previously tested? If yes, what were the GED Scores:		
Language Arts, Writing	9	
Language Arts, Reading	4	
Social Studies	7	
Science	6	
Math	8	
Register student for the following Modules: Please note that marking will disable the Pre-Survey. Once this option has been disabled there is no way to enable it. The Post Survey will still be available for student use, however, there will be no way to access the Pre-Survey once you have disabled it.		
<input checked="" type="checkbox"/> Math (Assigned to your class)		
<input checked="" type="checkbox"/> L. A. Reading (Assigned to your class)		
<input checked="" type="checkbox"/> L. A. Writing (Assigned to your class)		
<input checked="" type="checkbox"/> Social Studies (Assigned to your class)		
<input checked="" type="checkbox"/> Science (Assigned to your class)		
<input checked="" type="checkbox"/> Test Taking (Assigned to your class)		
<input type="button" value="Continue"/>		

Registration Info window

The **Student Status** feature allows you to view a list of each module and the student's status in that module.

To change the student's status, check the box to the left of the module. Then, select the desired status from the drop down menu. Your options are Active, Inactive, Alumni, Dropped, and Passed. Once you have selected the correct status, select the **Update** button.

Under the **Edit Class** option, you may change a student's status. The **Status** button, located in the **Change Status** column will allow you to identify the student status in GED-i. The following are the options for the student status button:

Active - The student is active in the Online Instruction and the Program.

Inactive - The student is inactive in the Online Instruction, but still active in the Program.

Alumni - The student has passed this particular Module of the Online Instruction.

Passed - The student has passed the GED Test.

Dropped - The student has dropped out of the GED Program.

The current status is displayed next to the module. In order to change the status, simply select the drop down menu and select the option you want. Then click on the update button. The column labeled Current Status will reflect the change.

Student: **Vikas Agarwal**

Module	Current Status
<input type="checkbox"/> Math	Active
<input type="checkbox"/> Reading	Active
<input type="checkbox"/> Science	Active
<input type="checkbox"/> Social Studies	Active
<input type="checkbox"/> Test Taking	Active
<input type="checkbox"/> Writing	Active

Change status to: Alumni ▼

Student Status window

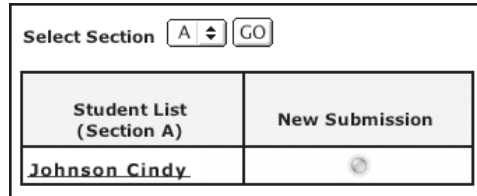
Class Roster

The **Class Roster** link has some features that you will find very useful.

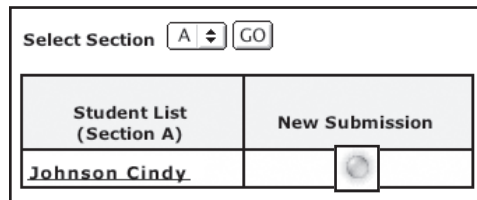
The roster allows you to access individual student information, check student access times and progress, make notations, and contact students.

The **Class Roster** link also shows you which students have new submissions to their portfolio. Select the class section, and then the class list will appear. A green dot next to the student's name indicates a new submission from the student. Click on the green dot to go to the Portfolio tab.

The **Portfolio** will remain empty until the student performs an activity in an online lesson within a unit.



Class Roster link



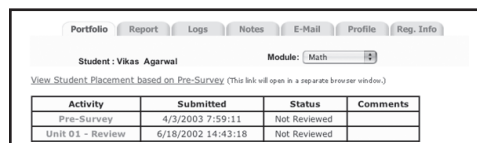
New Submission



Portfolio folder

In each of the portfolios there is a Module button with a drop down menu. This drop down menu will allow you to remain in a student's portfolio, but jump between modules. In any unit, the first activity listed will be the Pre-Survey; the units will be listed as U01-L01-P09 (i.e., Unit 1, Lesson 1, Page 9) as the student completes them. Once the student begins work in a unit, the unit will be linked horizontally across the page, and the activities from the lessons in each unit will be listed vertically. The title of each unit will be a link to the student's progress throughout that unit in the GED-i Instruction system.

In this sample, the student has performed an activity in the Math module.



Module Activity window-Sample Math

The student’s **Portfolio** is divided into four sections. The **Activity** link will take you to the submitted activity. The **Submitted** column identifies the date and time the student completed the activity. The **Status** column indicates whether the activity has been reviewed by the teacher, and approved, needs to be resubmitted, or has been assigned a supplemental activity. A green circle will appear in the **Comments** column after you have provided feedback about the activity.

Click on the title of the activity in the Activity link, for example, Pre-Survey. This allows you to review the student’s work in that lesson’s activity section. Near the bottom of the page of the activity, a box titled “comments” has been generated. Type what you wish to say to the student and click the **Submit Activity Comments and Status** button. This will notify the student that you have reviewed his or her work, and that you may have a comment about his or her effort.

The **Report** tab provides information regarding the student’s progress in the module. Lessons that have been completed will be in a green font. Lessons that are to be completed are in a red font, and lessons that do not have a submission are identified.

Activity	Submitted	Status	Comments
Pre-Survey	4/3/2003 7:59:11	Not Reviewed	
Unit 01 - Review	6/18/2002 14:43:18	Not Reviewed	

Pre-Survey link

Module: Math				
Units	Lessons	Pre-Survey Status	Current Status	Completion Date
Unit 01	Lesson 01	Not Available	Without Submissions	
	Lesson 02	Not Available	Not Completed	
	Lesson 03	Not Available	Completed	04/02/2004 01:28 PM
	Lesson 04	Not Available	Completed	01/08/2004 04:57 AM
	Lesson 05	Not Available	Not Completed	
	Lesson 06	Not Available	Without Submissions	
	Lesson 07	Not Available	Without Submissions	
	Lesson 08	Not Available	Not Completed	
	Lesson 09	Not Available	Not Completed	
	Lesson 10	Not Available	Completed	02/28/2003 09:56 AM
	Lesson 11	Not Available	Not Completed	

Report window

The **Logs** tab is generated every time a student accesses the system. This information helps you track the amount of time a student actually spends working on the lessons. The log records the date and time for each student, and will compile this information as long as the student is enrolled in your class.

Note: This is a very important section for teachers to use to monitor students' progress, and for state and federal reporting purposes at the administration level.

The **Notes** tab allows you to take notes on students as they use the system. You may record comments regarding progress, difficulties, or possible strategies that may be beneficial to the student. This feature allows you to compile a confidential student database.

View Logs on 21-MAY-2002	
Time	Accessed From
8:14:40	Home

Student Logs

Post a Note

▲
▼

Notes for this Student

Instructional Plan for this Student
Instructional Plan for this Student is to make work hard

Special Accomodation Needed
82 Horrabin Hall

Notes window

The **E-Mail** tab allows you to e-mail the student automatically. If you click the **E-Mail** tab, you will see a page containing a field that is already prepared to send except for the subject and message. After you fill in the fields, simply click the **Send E-Mail** button, and your student will receive your message. This feature is very useful if you have just reviewed the contents of a student's portfolio.

After you send an e-mail from this page, you will receive this message:

"Thank you, your mail has been sent to the following students ..."



Compose a Message window

The **Profile** tab is a link to the students' personal information, which they provide. The students' personal information will remain empty until they log in using the ID and password that you e-mail to them. Once the students complete the login process, their information will be available for you to view. This information will consist of their location, their operating system, and their basic goals for pursuing the GED.

First Name	student	
Last Name	1	
Street	<input type="text" value="kude"/>	City <input type="text" value="j,oiio"/>
State	<input type="text" value="Illinois"/>	Zip <input type="text" value="61455"/>
Phone	<input type="text" value="3096559898"/>	Fax <input type="text" value="3096549292"/>
E-Mail	<input type="text" value="student1@yahoo.c"/>	Age <input type="text" value="20-30"/>
Student ID #	<input type="text" value="123456789"/>	
<small>(Social Security Number, Program Identification Number, etc.)</small>		
Ethnicity	<input type="text" value="White, not of Hispanic or"/>	
Other	<input type="text"/>	
Employment Status	<input type="text" value="Part Time Evening"/>	
Operating System	<input type="text" value="Windows XP"/>	
Other	<input type="text"/>	
Computer Type	<input type="radio"/> Macintosh <input checked="" type="radio"/> IBM Compatible <input type="radio"/> Other-Please Explain <input type="text"/>	
Browser Type	<input type="radio"/> Netscape <input checked="" type="radio"/> Internet Explorer <input type="radio"/> Other-Please Explain <input type="text"/>	
Internet Access	<input type="radio"/> 28.8 K modem <input checked="" type="radio"/> 56 K modem <input type="radio"/> T1 <input type="radio"/> Other-Please Explain <input type="text"/>	
How would you describe your skill as a computer User ?	<input type="radio"/> Beginner <input checked="" type="radio"/> Intermediate <input type="radio"/> Advanced	
Have you ever taken an online course before ?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Other-Please Explain <input type="text"/>	
Why are you using GED Illinois?	<input type="text"/>	
Where do you plan to access this course from ?	<input type="radio"/> Adult Education Program <input type="radio"/> One Stop <input type="radio"/> Home <input checked="" type="radio"/> Library <input type="radio"/> Other-Please Explain <input type="text"/>	
Type in your educational/work related goals.	<input type="text"/>	

E-Mail Class

This page allows you to send bulk mail to your entire class, or you can select the students who need to receive the same message. If you only wish to send an e-mail to one student, click the box preceding that student's name. If you need to write to more than one student, click the boxes preceding their names, and if you wish to send the same message to all of your students, simply click the button labeled **Check All**. If you have selected all of your students, and change your mind, click **Uncheck All** (the **Check All** button will change to **Uncheck All** if **Check All** is selected).

The screenshot shows a web interface for sending bulk email. At the top, there are two dropdown menus: 'Select Section' and 'Select Status' (set to 'Active'), followed by a 'GO' button. Below this is a table with three columns: 'First Name', 'Last Name', and 'E-Mail'. Each row has a checkbox to its left. The table contains three rows of student data. Below the table is a 'Check All' button, followed by two checkboxes: 'Send copy to the teacher' (checked) and 'Hide students e-mail account'. There are also input fields for 'Subject' and 'Message', and a 'Send E-mail' button at the bottom.

	First Name	Last Name	E-Mail
<input type="checkbox"/>	Vikas	Agarwal	test1@test.org
<input type="checkbox"/>	Alison	Connor	test15@cait.org
<input type="checkbox"/>	Rohit	Dave	test14@cait.org

Bulk Mail window

If you would like to receive a copy of the e-mail that is sent, click the box labeled "Send copy to teacher". If you would like to send a class e-mail, and not have all of the e-mail addresses visible, select the box labeled "Hide students e-mail account".

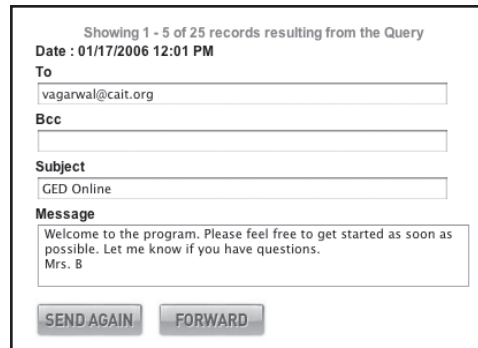
Be sure to click the **Send E-mail** button at the bottom of the page in order to send the e-mail(s).

E-mails can and will be sent to both "active" and "inactive" students in a class/section.

View Sent Mail

The **View Sent Mail** option allows you to check all of the mail you have sent to your students. These messages are listed with the date and time stamped above the message, and are arranged chronologically from the most recent to the least recent. The fields are still complete, and the message may be sent again by clicking the **Send Again** button. They may also be forwarded to someone else by clicking on the **Forward** button.

This record may be useful, especially if a student claims that you have not contacted him or her via e-mail. It also allows to you post the message again and to check e-mail addresses in case there is an error.



Showing 1 - 5 of 25 records resulting from the Query

Date : 01/17/2006 12:01 PM

To
vagarwal@cait.org

Bcc

Subject
GED Online

Message
Welcome to the program. Please feel free to get started as soon as possible. Let me know if you have questions.
Mrs. B

SEND AGAIN FORWARD

Viewing Sent Mail window

Calendar

The **Calendar** feature from inside the classroom allows the teacher to post announcements to a calendar for students to view.

Use the drop-down menu to pick the month and year you wish to view. If you have chosen a month and year other than the present one, you will need to click the **GO** button to retrieve the selected month and year.

To add an announcement or event to the calendar, click on the number of the day from the calendar. A screen will appear where you will enter the title of your announcement. You can then type the details of the announcement in the description box. Once you click on the **Add Event** button, your heading will appear on the calendar. A student can simply click on the heading to see your entire message.

To edit or delete an item from the calendar, click on the event and delete or change the information as you wish. Click on the **Update Event** button to save your changes or **Delete Event** button to remove the event or announcement.

This calendar can be viewed by students and teachers, but not administrators. Teachers are the only ones who can post edit and delete entries in this calendar. However, teachers can see entries posted by administrators, but cannot edit them.

A horizontal control bar containing three elements: a drop-down menu showing 'August', a second drop-down menu showing '2002', and a button labeled 'GO'.

Drop-down menu

A window titled 'Add an Event to the Calendar'. It contains three input fields: 'Date' with the value '27-AUG-2002', 'Title' (empty), and 'Description' (empty). Below the fields is a button labeled 'Add Event'.

Add Event window

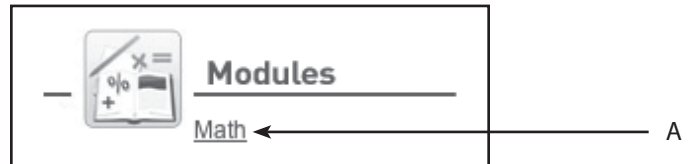
A window titled 'Details on Calendar Event'. It contains three input fields: 'Date' with the value '27-AUG-2002', 'Title' with the value 'Local Job Fair', and 'Description' with the text 'Several area employers will be set up on campus to discuss employment opportunities in our area from 11:00 a.m.-3:00 p.m.'. Below the fields are two buttons: 'Update Event' and 'Delete Event'.

Update/Delete Event window

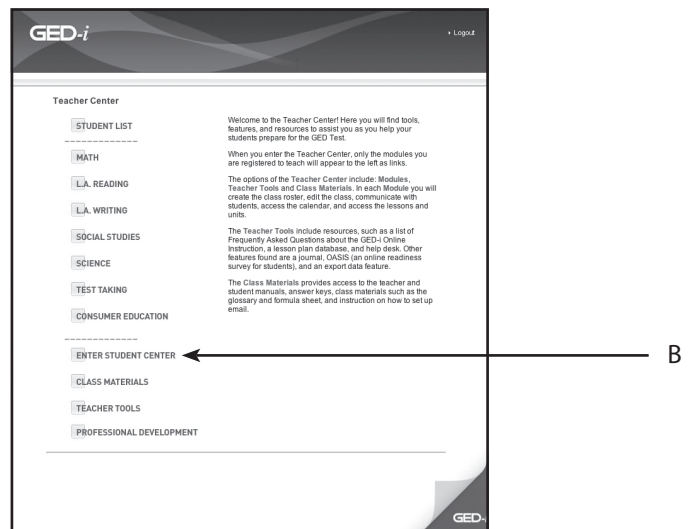
Student Center

Clicking on the **Enter Student Center** link from inside a classroom, you will have limited access to module-specific content. For example, if you are in the Math classroom and click on the **Enter Student Center** link, you will only have access to the Math module content.

In order to view content from all the modules, click on the **Enter Student Center** link from the main **Teacher Center** page.



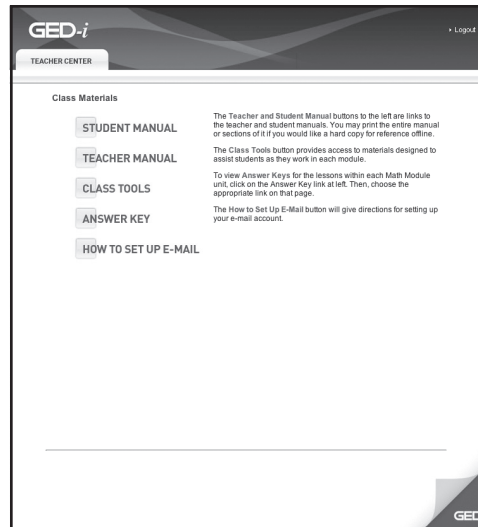
A. Only Math module content is available.



B. Entering the Student Center from the Teacher Center gives access to content from all the modules.

Class Materials

The **Class Materials** feature contains valuable instructional information and aids. You are able to print the Student and Teacher Manuals, view answer keys and have access to other teaching resources.

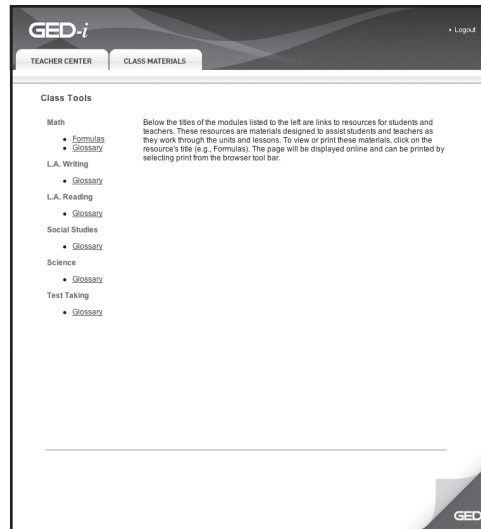


Class Materials list

Class Materials-Class Tools

The **Class Tools** section contains extra resources for each module (Math, Science, etc.). These resources are designed to assist you (and students) while you work through the units and lessons.

To view or print these materials, click on the appropriate resource title (e.g., Formulas).



Class Tools list

Class Materials-View Answer Key

View Answer Key

Math

- [Pre-Survey](#)
- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)
- [Post-Survey](#)

Reading

- [Pre-Survey](#)
- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)
- [Post-Survey](#)

Writing

- [Pre-Survey](#)
- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Post-Survey](#)

For your convenience the answer keys for all submitted lessons and pre and post tests are housed on the left for you to view or print out.

When clicking on the pre or post-surveys, the answer key for that survey appears. To get a specific lesson submission, you must click on the Unit, then pinpoint the lesson you want to view, click on that lesson and the answer key will appear.

View Answer Key window

To view the answers for a lesson activity, click on the title of the activity you wish to access.

View Answer Key

Module: Math

Directions
To view the answers for a lesson activity, click on the title of the activity you wish to access.

List of Activities for Unit 01

Lesson	Activity	Title
02	01	Fractions and Ratios - Activity 1
02	01	Supplemental Activity 1
03	01	Proportions - Activity 1
03	01	Supplemental Activity 1
04	01	Solving Word Problems - Activity 1
04	01	Supplemental Activity 1
05	01	Probability - Activity 1
05	01	Supplemental Activity 1
08	01	Using Proportions With Percents - Activity 1
08	01	Supplemental Activity 1
09	01	Solving Increasing and Decreasing Percents - Activity 1
09	01	Supplemental Activity 1
10	01	Using Mental Math and Estimation - Activity 1
10	01	Supplemental Activity 1
11	01	Understanding Simple Interest - Activity 1
11	01	Supplemental Activity 1
UR	01	Unit 01 - Review

Answer Key Titles

An example of an answer key is pictured at right.

View Answer Key

Activity: U01_L02_P05 (Supp) : Supplemental Activity 1 (Click the link to visit the Activity Page.)
This link will open in a separate browser window.

Question 1: What was the ratio of turkey sandwiches sold to veggie sandwiches sold?
Correct Answer: 6/1
Feedback: The correct answer is d. 24 turkey/4 veggie reduces to 6/1

Question 2: What was the ratio of meat sandwiches sold to total sandwiches sold?
Correct Answer: 81/92
Feedback: The correct answer is a. Turkey, Ham and Roast Beef are all meat sandwiches which total 24 + 37 + 20 = 81. The total of all sandwiches is 92. The ratio is 81/92.

Question 3: What was the ratio of meat sandwiches sold to non-meat sandwiches sold?
Correct Answer: 81/11
Feedback: The total number of meat sandwiches is 81. The total of non-meat sandwiches is 7 + 4 = 11. The ratio is 81/11.

Question 4: At Company XYZ there are 120 employees on salary and 20 employees on commission. What is the ratio of commissioned employees to the total number of employees?
Correct Answer: 1/7
Feedback: The correct answer is c. The number of commissioned employees is 20. The number of total employees is 120 + 20 = 140. The ratio is 20/140, which reduced to 1/7.

Question 5: A 12-pack of your favorite soda sells for \$3.48. A 24-pack of the same soda sells for \$7.20. What is the unit price of the better deal?
Correct Answer: \$29
Feedback: The correct answer is d. Find the unit price for both. The first ratio is 3.48/12, which reduces to .29/1. The second ratio is 7.20/24, which reduces to .30/1. The first ratio, 12 cans for \$3.48, is the better deal at \$29 per can.

Sample Answers

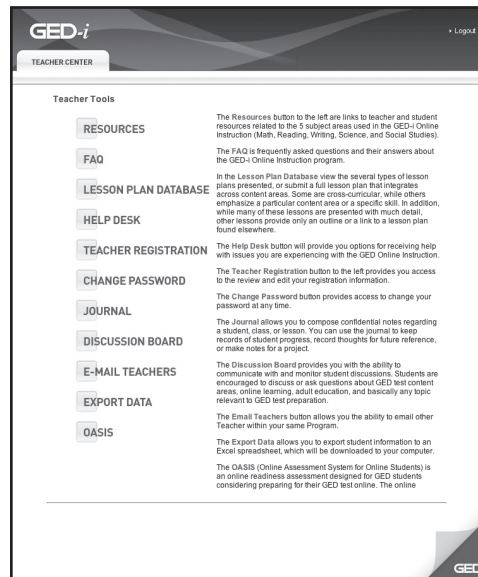
Teacher Tools

The **Teacher Tools** section provides you with access to lots of information and resources which are explained in more detail below.

The **Resources** link allows you to access educational resources that are available on the Internet. A series of educational links are provided to assist you as you search, plan, and prepare for your GED-i Instruction course(s). You may click on the link to be connected to the source.

The **Lesson Plan Database** provides you with the opportunity to post your lesson plans as a resource for other GED instructors, search other teachers' lesson plans for ideas to use in your GED class, and archive plans and ideas for future use.

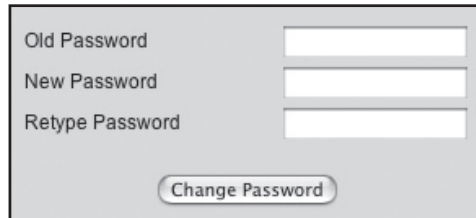
The **Help Desk** is an online reference, in case you have a problem with the system. The **Help Desk** provides information on how you may be able to remedy the problem yourself. If the problem is beyond your experience, you may contact the GED-i online **Help Desk** via email at gedsupport@cait.org or phone at 1-866-250-5494.



Teacher Tools menu

The **Teacher Registration** feature allows you to change the registration information you provided when you first logged in to the system. If you need to revise your registration information, you will need to access this section.

The **Change Password** feature allows you to change your password. You do not need to change your password; however, if you would like to change it, you must enter your old password in the top field and enter your new password in the fields beneath. Finally, click the **Change Password** button, and your password will be changed to the new one you've selected.

The image shows a screenshot of a web form titled "Change Password". It contains three text input fields stacked vertically. The first field is labeled "Old Password", the second "New Password", and the third "Retype Password". Below these fields is a button with the text "Change Password".

Change Password screen

The **Journal** feature allows you to make notes to yourself regarding class and student progress. The journal can be used to make notes, record successes, or detail areas of concern. The journal site is confidential and is intended to be used for personal reflection.


The **Discussion Board** feature is set up to provide teachers the ability to communicate with other teachers on a statewide basis. Teachers can discuss adult education topics under the seven headings listed.


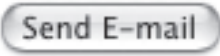
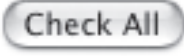




The **E-Mail Teachers** feature allows you to e-mail and communicate with other GED teachers within your program.


The **Export Data** feature allows you to export student information to an Excel spreadsheet.



The **OASIS** feature allows you to view all data from the online assessment, the learning styles survey, and the tutorials the OASIS site offers to GED-i Instruction students.



Navigation Icons/Buttons



<p><u>Glossary</u></p>	<p>This link will take you to the Glossary.</p>
 <p>Modules</p> <p>Math</p>	<p>This link will take you to the specific module.</p>
<p>ENTER STUDENT CENTER</p>	<p>This link will take you to the Student Center.</p>
<p>UNITS</p>	<p>This link will take you to the Unit Menu.</p>
<p>TEACHER CENTER</p>	<p>This link will take you to the Teacher Center.</p>
<p>▶ Logout</p>	<p>This link will log you out of the GED-i Instruction.</p>
<p>▶ Portfolio</p>	<p>This link will open the student's portfolio.</p>
<p><u>Class Roster</u></p>	<p>This link allows you to verify student information and review student progress.</p>
<p>CHECK</p>	<p>This button is included in activities to allow students to see if the work or answer you have submitted is correct.</p>

	<p>This button sends students' activities, tests, and responses to their instructor.</p>
	<p>This button allows you to send a message when it is complete.</p>
	<p>This button allows you to send a message, bulk mail, to your entire class.</p>
	<p>This button takes you back to the preceding page.</p>
<p>NEXT </p>	<p>This button takes you to the next page.</p>
<p>Start </p>	<p>This button begins animations within the program. The animation provides examples of how to work through a problem.</p>
	<p>This button takes you to the GED-i Instruction unit menu.</p>
<p>Lesson 3 - Proportions</p>	<p>This link allows you to enter the lesson of the unit.</p>

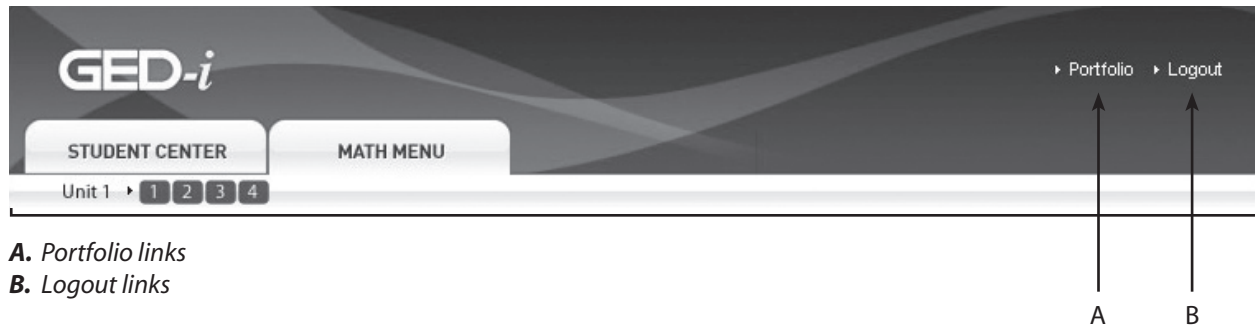
	This icon indicates which lesson a student is working on in the unit. Each number is also a link to other lessons in the unit.
Back to top	This link will take you from the bottom of the page to the top.
SAMPLE LESSONS	This link will link students to one lesson from each of the units so that they can see how the lessons work.

	The Key Terms icon means that you need to remember or memorize important words or phrases in the lesson.
	The Remember icon indicates that you need to recall information from a previous lesson.

	The Review icon indicates that you will cover again some items that you previously studied.
	The Learning Check icon indicates that you will perform an activity to be submitted to your portfolio.

	The On the Test icon indicates that this material will be presented on the GED Test, and it should be studied carefully.
	The Tip icon indicates that there may be an easier way or another method for solving the problem.

Menu Bar

**Portfolio**

This link allows you to access, review, and comment on your students' work.

Logout

This link allows you to leave the GED-i Instruction system.

Math Module Overview

The **Math** 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** can not 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 the 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 to solve the math problems on the GED Test that require using a calculator or 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 each lesson carefully and thoroughly because the Learning Check sections will be submitted to you for review. At this point, you 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 students a chance to comment on ways they believe the system may be improved.

VII. Portfolio

After completing a Learning Check, students will select a submit icon and the activity will be placed in their portfolio. The portfolio icon is located below the modules icon. By selecting the portfolio you will access a history of activities that the student has submitted. After you review the work, you have several options. First, you may approve the lesson if the student has successfully answered at least 70% of the questions correctly. The percent correct is provided for you. Second, you may allow the student to resubmit the activity. In addition, you may provide the student with the opportunity to complete a supplementary activity that is based on the same lesson objectives. **NOTE: if you want the student to resubmit the work, Print Out a Copy of Their Work First.** After you select the resubmit icon, the original work will not be saved. In order to provide feedback, scroll down to the bottom box and type in your comments. A green button will appear after you submit your feedback.

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 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 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 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 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 measurements (Standard and Metric), perimeters, area and volume, central tendency (mean and median), probability, analyzing tables, and charts and graphs.

The lessons 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 for students 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 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 for students 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 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

Language Arts, Writing Module Overview

The **Language Arts, Writing** 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 the 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, 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 you for review. At this point, you 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 students a chance to comment on ways they believe the system may be improved.

VI. Portfolio

After completing a Learning Check, students will select a submit icon and the activity will be placed in their portfolio. The portfolio icon is located below the modules icon. By selecting the portfolio you will access a history of activities that the student has submitted. After you review the work, you have several options. First, you may approve the lesson if the student has successfully answered at least 70% of the questions correctly. The percent correct is provided for you. Second, you may allow the student to resubmit the activity. In addition, you may provide the student with the opportunity to complete a supplementary activity that is based on the same lesson objectives. NOTE: if you want the student to resubmit the work, **Print Out a Copy of Their Work First**. After you select the resubmit icon, the original work will not be saved. In order to provide feedback, scroll down to the bottom box and type in your comments. A green button will appear after you submit your feedback.

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 for students 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 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 for students 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 that they are writing for.

The lessons 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 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

The **Language Arts, Reading** module contains literary and nonfiction text passages between 200 to 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 the 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 you for review. At this point, you 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 students a chance to comment on ways they believe the system may be improved.

VI. Portfolio

After completing a Learning Check, students will select a submit icon and the activity will be placed in their portfolio. The portfolio icon is located below the modules icon. By selecting the portfolio you will access a history of activities that the student has submitted. After you review the work, you have several options. First, you may approve the lesson if the student has successfully answered at least 70% of the questions correctly. The percent correct is provided for you. Second, you may allow the student to resubmit the activity. In addition, you may provide the student with the opportunity to complete a supplementary activity that is based on the same lesson objectives. NOTE: if you want the student to resubmit the work, **Print Out a Copy of Their Work First**. After you select the resubmit icon, the original work will not be saved. In order to provide feedback, scroll down to the bottom box and type in your comments. A green button will appear after you submit your feedback.

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 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 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 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 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 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 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 them 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 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 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 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 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 the different types of drama. The step-by-step guide supplied within the unit will help students interpret drama.

The lessons 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

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 the 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 you for review. At this point, you 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 students a chance to comment on ways they believe the system may be improved.

VI. Portfolio

After completing a Learning Check, students will select a submit icon and the activity will be placed in their portfolio. The portfolio icon is located below the modules icon. By selecting the portfolio you will access a history of activities that the student has submitted. After you review the work, you have several options. First, you may approve the lesson if the student has successfully answered at least 70% of the questions correctly. The percent correct is provided for you. Second, you may allow the student to resubmit the activity. In addition, you may provide the student with the opportunity to complete a supplementary activity that is based on the same lesson objectives. NOTE: if you want the student to resubmit the work, **Print Out a Copy of Their Work First**. After you select the resubmit icon, the original work will not be saved. In order to provide feedback, scroll down to the bottom box and type in your comments. A green button will appear after you submit your feedback.

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 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 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 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, and recognize factors of cultural development, along with different aspects of cultural development and how it has shaped the world.

The lessons 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 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 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 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 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 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 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 for students 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 lessons is:

Lesson 1 Geographic Resources and Human Development

Unit Review

Science Module Overview

The **Science** module 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** can not 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 indicates 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 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 you for review. At this point, you 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 students a chance to comment on ways they believe the system may be improved.

VI. Portfolio

After completing a Learning Check, students will select a submit icon and the activity will be placed in their portfolio. The portfolio icon is located below the modules icon. By selecting the portfolio you will access a history of activities that the student has submitted. After you review the work, you have several options. First, you may approve the lesson if the student has successfully answered at least 70% of the questions correctly. The percent correct is provided for you. Second, you may allow the student to resubmit the activity. In addition, you may provide the student with the opportunity to complete a supplementary activity that is based on the same lesson objectives. NOTE: if you want the student to resubmit the work, **Print Out a Copy of Their Work First**. After you select the resubmit icon, the original work will not be saved. In order to provide feedback, scroll down to the bottom box and type in your comments. A green button will appear after you submit your feedback.

Unit 1: Scientific Methods and Technology

These lessons will cover the 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 for students to answer. At the end of the lesson there 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 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. At the end of the lesson there 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 also have a chance to explore organisms and their behaviors.

The lessons 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 for students to answer. At the end of the lesson there 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 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. At the end of the lesson there 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 Wegner Theory and plate tectonics as well as the physical changes in the earth and solar system throughout history.

The lessons 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 affect 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. At the end of the lesson there 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 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. At the end of the lesson there 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 are:

- Lesson 1 Systems, Order, and Organization
- Lesson 2 Form and Function
- Unit Review

Test Taking Module Overview

The **Test Taking** module is designed to provide 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 you for review. At this point, you 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 through 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 for students 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 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 one's 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 exam.

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 each lesson carefully and thoroughly because the Learning Check sections will be submitted to you for review. At this point, you 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.

IV. Portfolio

After completing a Learning Check, students will select a submit icon and the activity will be placed in their portfolio. The portfolio icon is located below the modules icon. By selecting the portfolio button, you can access a history of activities that the student has submitted. After you review their work, you have several options. First, you may approve the lessons if the student has successfully answered at least 70% of the questions correctly. The percent correct is provide for you. Second, you may allow the student to resubmit the activity. In addition, you may provide the students with the opportunity to complete a supplementary activity that is based on the same lesson objectives. Note: if you want the student to resubmit the work, **Print Out a Copy of their Work First**. After you select the resubmit icon, the original work will not be saved. In order to provide feedback, scroll down to the bottom box and type in the feedback. A green button will appear after you have made comments.

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 exam.

There are six lessons in the first unit. Within the lessons there are examples, animations, and sample questions for students 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 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 exam.

There are three lessons in the second unit. Within the lessons there are examples, animations, and sample questions for students 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 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 exam.

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

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

The lessons 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 exam.

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

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

The lessons 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 exam.

There are four lessons in the fifth unit. Within the lessons there are examples, animations, and sample questions for students 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 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 exam.

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

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

The lessons 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 exam.

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

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

The lessons 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 exam.

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

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

The lessons 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 as it relates to consumer purchases. There are clear ties to the information presented and how it applies to the GED exam.

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

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

The lessons 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 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. 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 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 their GED-i email 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 enrolled in GED-i has his or her own separate 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/freemailreviews/tp/free_email.htm.

This site provides 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 that 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 for choosing the account can be found at: http://email.about.com/od/freemailreviews/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 free e-mail accounts to set up class accounts or individual accounts. E-mail 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.

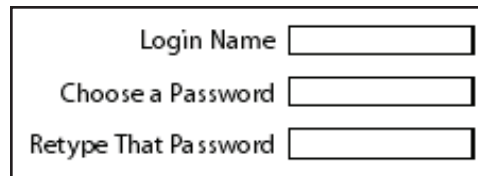
The mouse can also be used to move the cursor from box to box.

First Name	<input type="text"/>
Last Name	<input type="text"/>
State	<input type="text" value="Select-a-State"/>
Zip Code	<input type="text"/>
Country	<input type="text"/>
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Year of Birth	<input type="text"/>
Occupation	<input type="text"/>

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 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.



A rectangular box representing a login window. It contains three rows of text, each followed by a rectangular input field. The first row is labeled "Login Name", the second "Choose a Password", and the third "Retype That Password".

Login window

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 in to 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.

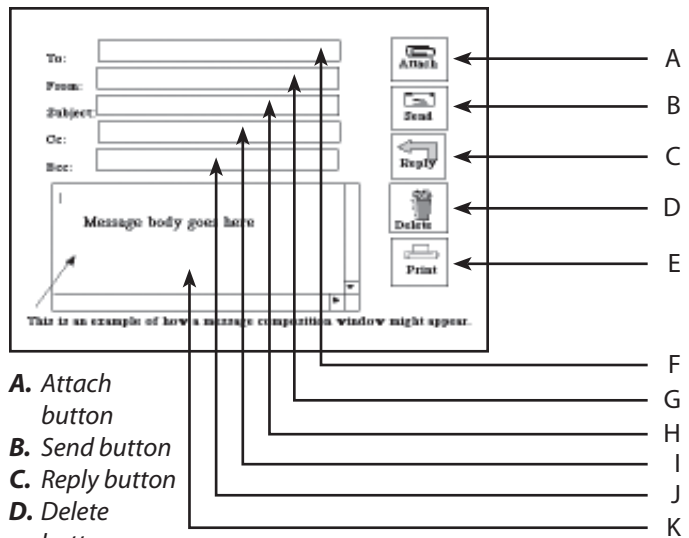
If this information is entered correctly, you should then be able to access and send e-mail through your account.

Login 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**.



- 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 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

Message 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 compose 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 in 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**.

Your e-mail message window might not display the **From** feature as in the example to the right.

Sending an E-Mail window

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.

After **Subject**, type "Test Message."

Move the cursor to the message 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 message window. Once it 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 [check mail](#) 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.

	<u>Sender</u>	<u>Date</u>	<u>Size</u>	<u>Subject</u>
●	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.
- Under 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.

	<u>Sender</u>	<u>Date</u>	<u>Size</u>	<u>Subject</u>
●	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.

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

Date column

- Under the **Size** column, you will see how large each message is; it will be 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.

	<u>Sender</u>	<u>Date</u>	<u>Size</u>	<u>Subject</u>
●	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.

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

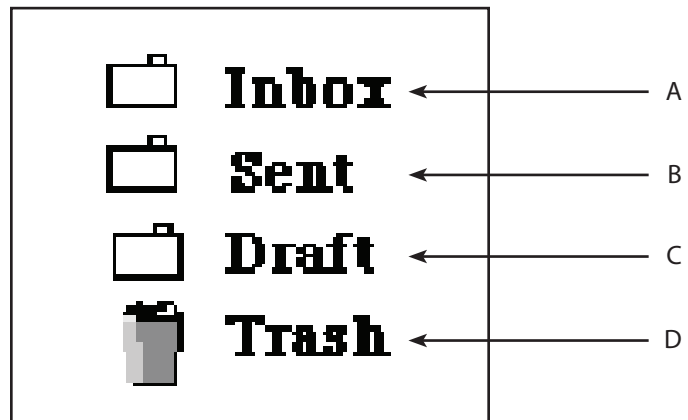
Subject column

Select a message in your mailbox to open by placing the cursor on the line listing that message and clicking. The window should open so you can read the message.

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 to the message, 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.