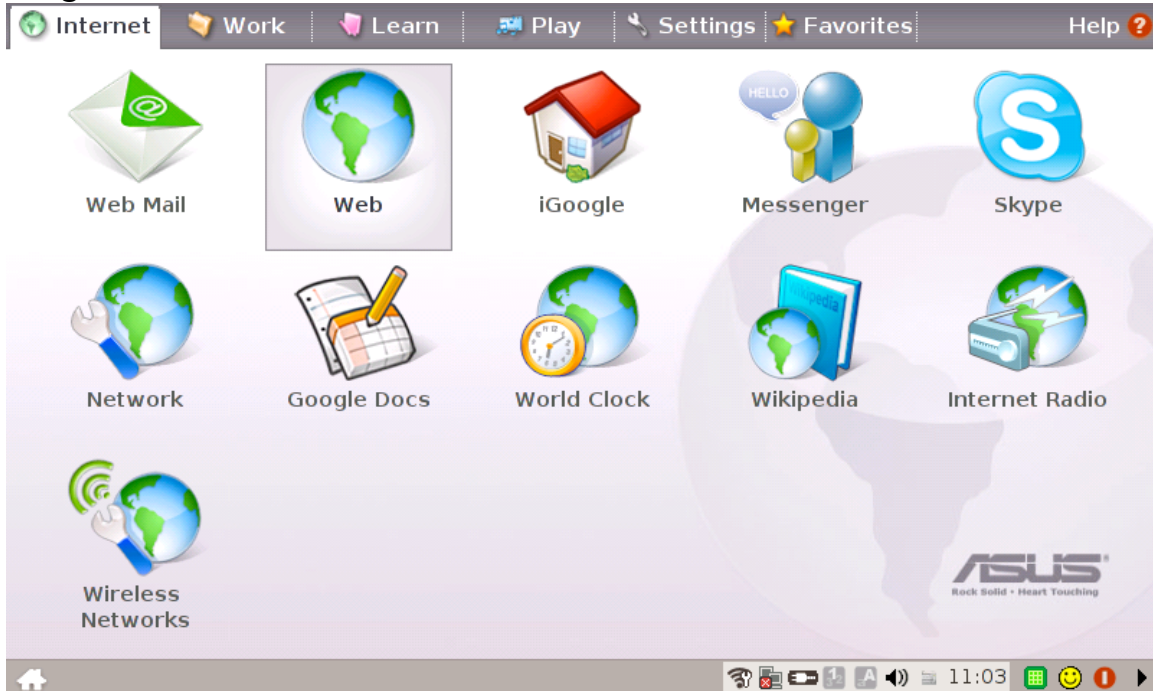


TGH@LGF INTERNET MODULE

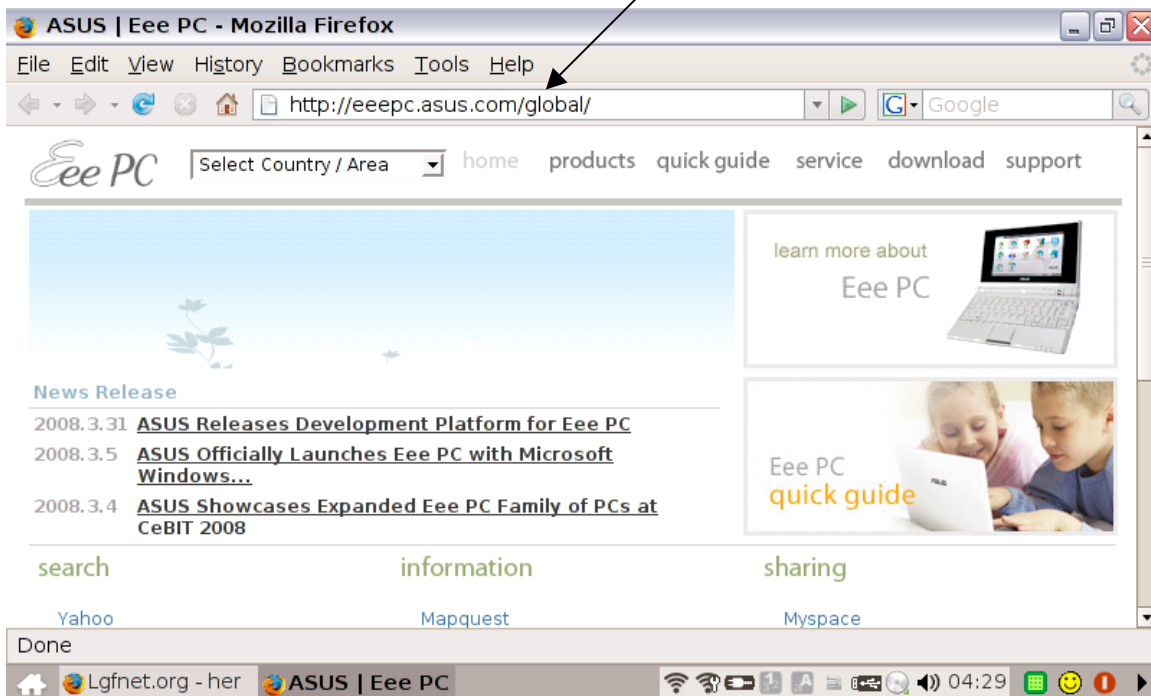


To get started click on the WEB icon



Menu Bar

Homepage

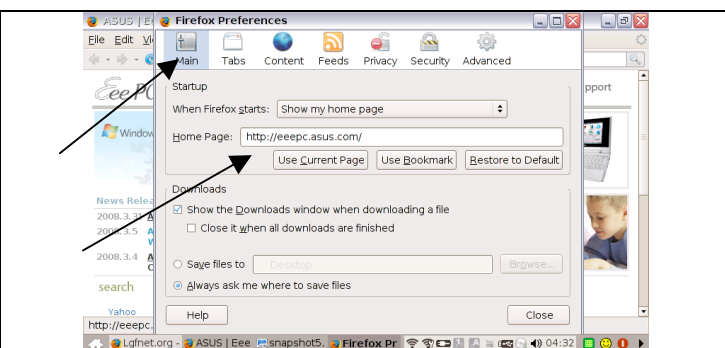
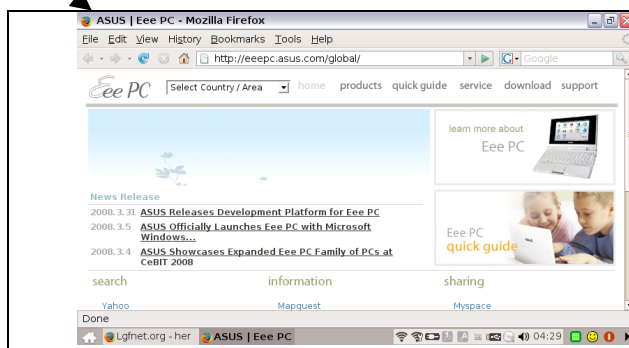


Homepage

Customizing your homepage

Step 1 Click on Edit

Step 2 Click on Preferences

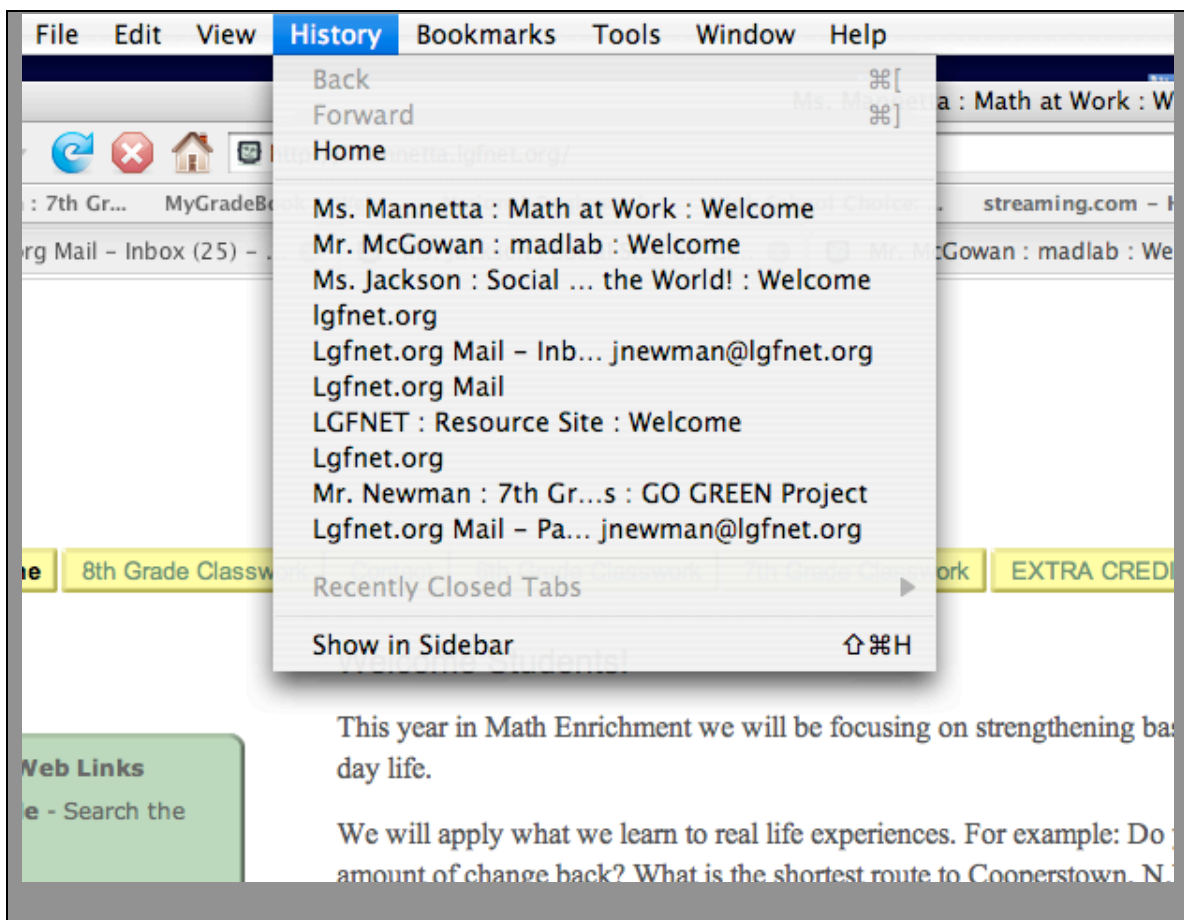


Step 3 Add a new web address.

Pop-ups

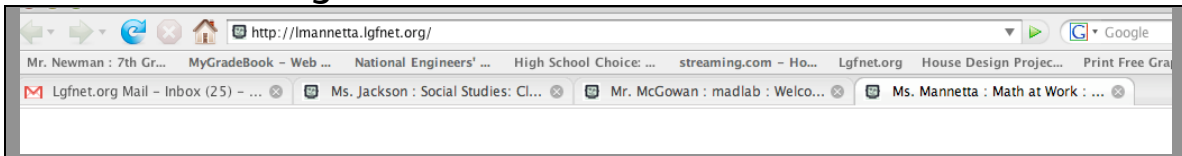
A pop-up is an ad that displays in a new browser window. Information. Pop up windows come in many different shapes and sizes, typically in a scaled-down browser window with only the Close, Minimize and Maximize commands. **Never click on Pop-up advertising messages.**

History/cache

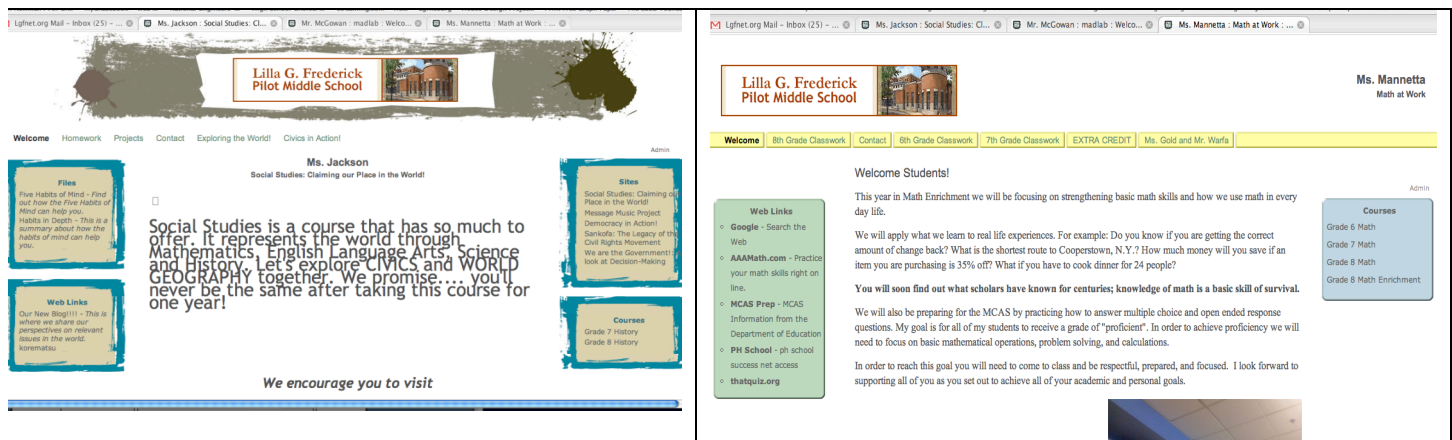


The History tab displays the History Sidebar, which keeps track of the sites you have visited. To change how many days a site should be remembered, select Edit>Preferences and select the Privacy panel

Tabbed browsing



With Firefox, you can have more than one website up at a time with the use of tabbed browsing.



Extensions / themes

.com represents the word "commercial," and is the most widely used extension in the world. Most businesses prefer a .com domain name because it is a highly recognized symbol for having a business presence on the Internet.

.net represents the word "network," and is most commonly used by Internet service providers, Web-hosting companies or other businesses that are directly involved in the infrastructure of the Internet. Additionally, some businesses choose domain names with a .net extension for their intranet Websites.

.org represents the word "organization," and is primarily used by non-profits groups or trade associations.

.biz is used for small business Web sites.

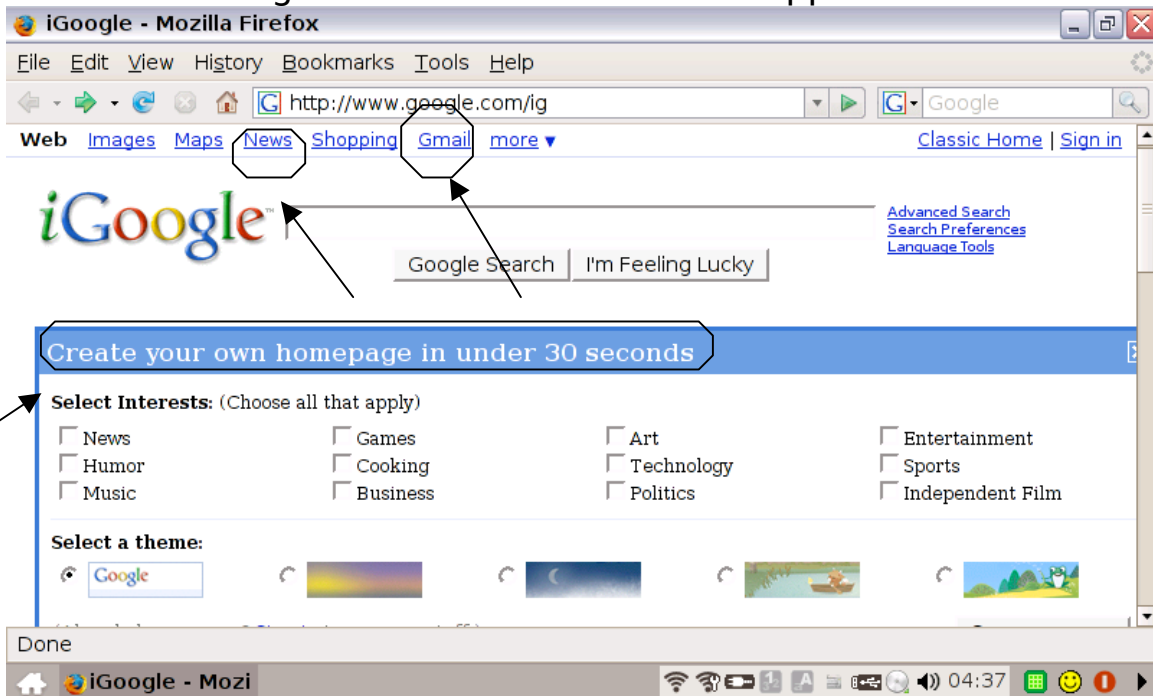
.info is for credible resource Web sites and signifies a "resource" web site. It's the most popular extension beyond .com, .net and .org.

.us is for American Web sites and is the newest extension. It has the largest amount of available names in inventory.



iGoogle

iGoogle features several different applications

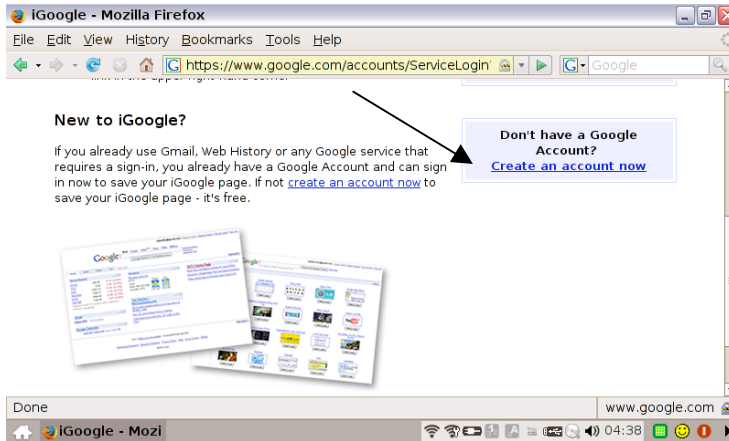


Gmail– What is Gmail? – Gmail is a new kind of webmail, built on the idea that email can be more intuitive, efficient, and useful.

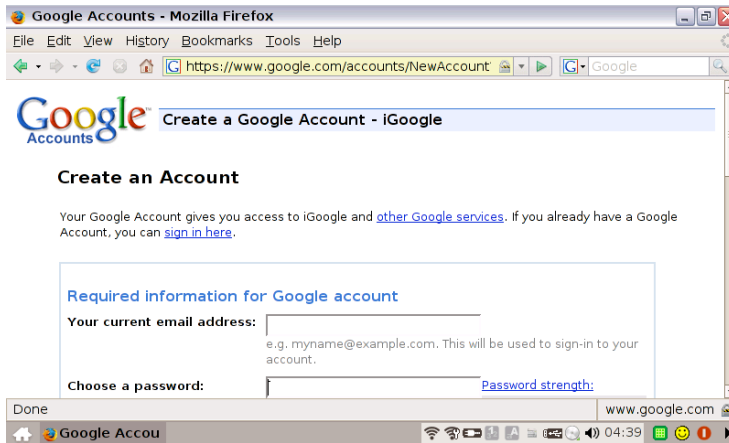
News and Weather

- o Customization
- o Local customization

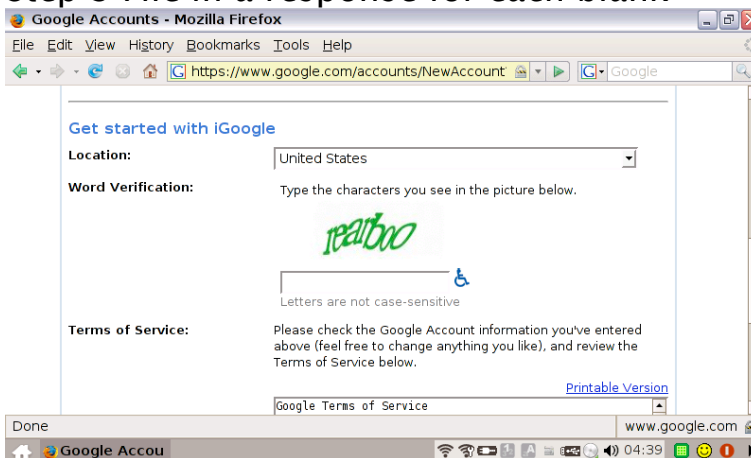
Google/GMAIL Account



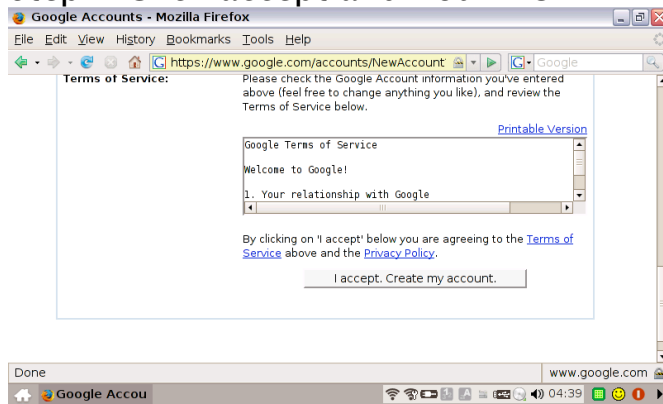
Step 2 Click on Sign up



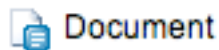
Step 3 File in a response for each blank



Step 4 Click accept and Your DONE!!!



Google Doc



Document



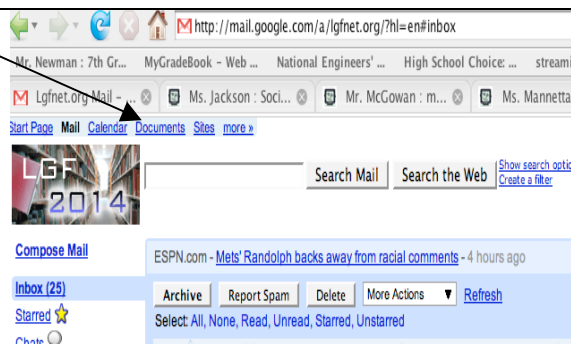
Spreadsheet



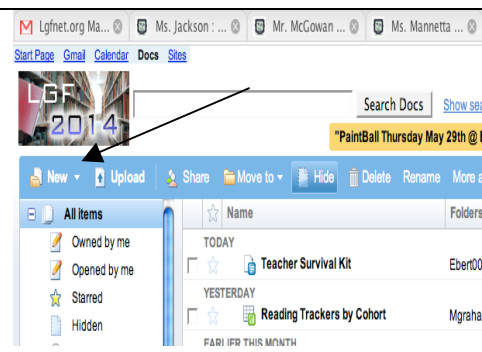
Presentation

Getting started with Google docs

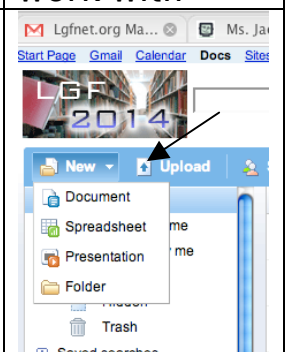
Step one Click on Documents tab



Step two: Click on New tab



Step three: Choose which type of file to work with



Wireless Networks-

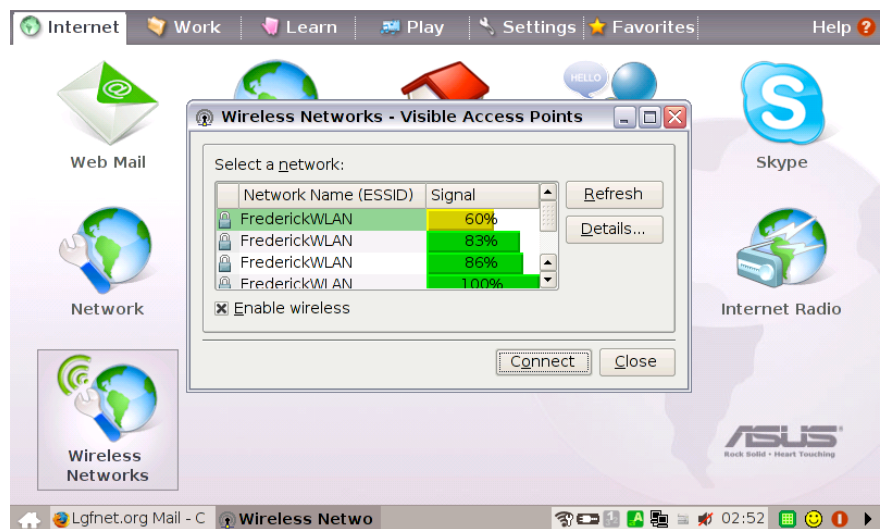
A wireless LAN (or WLAN, for wireless local area network, sometimes referred to as LAWN, for local area wireless network) is one in which a mobile user can connect to a local area network (LAN) through a wireless (radio) connection.

Connecting to a wireless Network

Step 1 Click on the Wireless Network Icon



Step 2 Select a network, then click connect



Note: Click on the Refresh button if you don't see the wireless network you desire

massachusetts reads and succeeds!

A monthly series dedicated to the people and the organizations whose efforts in literacy make Massachusetts a great place to live and learn.



Sponsored by a partnership between Verizon and the Massachusetts Literacy Foundation.



Each year the Massachusetts Literacy Champions program recognizes and rewards multiple individuals for their work in literacy education.

Technology Goes Home To Stay

by Lauren Leikin

There is an old joke about the U.S. educational system in which Rip Van Winkle comes back after 200 years to a world he doesn't recognize... until he walks into a building with rows of desks, students with books, and an adult at a blackboard at the front of the room. "Oh," he says happily, "a classroom!"

Our world has changed in a myriad of ways – electricity, technology, cities, the internet – but a 21st century classroom still looks and feels in many ways like an 18th century one. Except when you walk into a classroom at the Lilla G. Frederick Pilot Middle School in Dorchester, Massachusetts. Sure, there are still students – 30 percent English language learners, 30 percent special education, 88 percent low-income, and 98 percent students of color – and there are still teachers, fabulous ones, but there aren't, for example, textbooks. Instead, there are laptops. Nobody turns in their homework at the beginning of class; students use "digital drop boxes" to submit their assignments. Teachers post every lesson plan online and do much of their professional development through web-based training seminars. And Principal Deb Socia "g-chats" with parents throughout the day and into the night ("g-chat" is an instant messaging feature of Gmail, Google's email system). The building gleams, the rooms are clean and bright, and a student is literally handing out hugs and Hershey's Kisses in the hallway. This is school?



This is school, transformed. The Frederick Pilot Middle School is the home of a 1:1 Wireless Learning Initiative, which means that every student – all 750 of them – and every teacher, has his or her very own laptop. The computers don't leave the building – they're locked up and charged every night – and, since May 2007, when they were first distributed, the school has not had one laptop lost or stolen. The students love them. And they have learned how to use them – sometimes in ways that keep the teachers and administrators on their technological toes.

But having computers integrated into the students' classrooms begged the question of how to get computers into the students' homes as well. Enter Technology Goes Home (TGH), the 9-year old initiative supported by the Boston Digital Bridge Foundation that serves as a technology-training program for families in the Boston Public School system. TGH's extraordinary opportunities can be found in 27 elementary schools; 4 K-

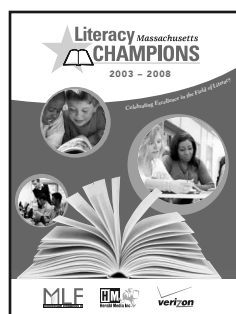
8 schools; 7 middle schools; and 13 high schools – but the program at Frederick Pilot Middle School is particularly special, and not just because it recently won Verizon's National Tech Savvy Award (and the associated \$25,000) at this year's National Family Literacy Conference. Over 450 families completed the TGH program in all of Boston in the 2006-2007 academic year; 72 of those families came from Frederick. This year, a full 200 Frederick Middle School families completed the program, which includes 25 hours of intensive, hands-on training – some in Spanish, some in Somali, some in classes specifically designed for special needs students and their families. Some classes are taught on Saturdays, some on weeknights – but all are taught by teachers and other school staff members who are able to provide a meaningful connection for parents. Instead of refurbished desktops at the end of the sessions, parents receive brand-new ASUS ultra-portable laptops that run on open source Linux software and weigh all of 2 pounds.

The technology part of Technology Goes Home is compelling, and the story of TGH is often told as a tale of bridging the digital divide. Which, of course, it does – and quite successfully. But the real story of Technology Goes Home, according to the teachers and parents who live it, is the story of a different kind of bridge – one not so much digital as human.

"We never expected how deeply it would connect parents to school," says Principal Socia, to a hearty murmur of agreement from her staff. "Or parents to their kids, for that matter." Frederick student Eliezer Andujar, like all TGH participants, worked on a research and PowerPoint project as part of his class. "Me and my father," he says, "we worked on a presentation on the culture of Puerto Rico. We had fun doing it. And when he doesn't understand some things, I help explain it to him." Student Tatyana Belin adds, "I get to spend quality time with my mother. I got to explain some things about what we were doing in school." Belin pauses and smiles shyly. "She was pretty happy about that."

"This is the most powerful program for parent involvement," says Parent Coordinator Andrea Van Wien. "It's the best way to establish a relationship with parents. They feel comfortable, coming into the building and working with their kids, and by the end it's like they've known us forever." Socia nods vigorously and notes that the program has been, for them, "significantly culture-changing."

Some things, of course, may never change – whether it's the 18th century or the 21st. Asked how they use their new computers at home, the students grin sheepishly. "I like to listen to music," says Belin. Her teachers laugh and roll their eyes. "And I do my homework too," she adds quickly. Kids may still be kids – and classrooms may still be classrooms – but at Lilla G. Frederick Pilot Middle School, when technology goes home, it brings change back with it. Even Rip Van Winkle might need a little help figuring out exactly where he is.



You're invited to celebrate... 2008 marks the fifth year anniversary of the Massachusetts Literacy Champions Awards. To help celebrate, Debby Goss and Literacy Champions share their innovative work and the beliefs that guide them in a new publication, *Massachusetts Literacy Champions: Celebrating Excellence in the Field of Literacy*. Free copies of the book are available through www.massliteracy.org, or call 617-619-6556, or email: Mmcsheffrey@bostonherald.com.



Please meet...
Debby Goss, Reading Specialist at the Horace Mann Middle School in Franklin, is a quiet leader who inspires both her students and colleagues to shine.

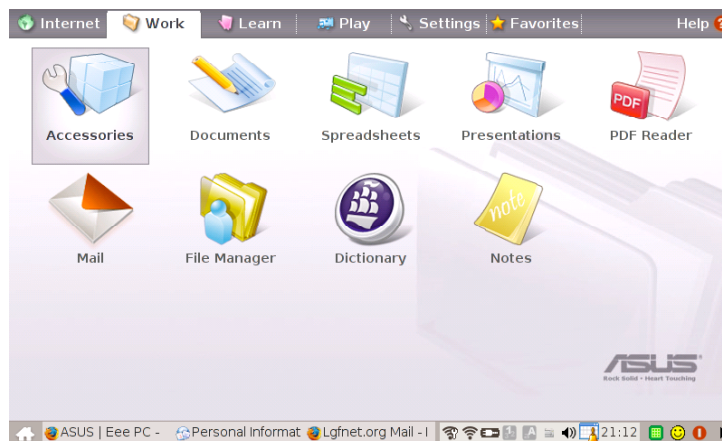
Some people, particularly those with a thick skin and a good sense of humor, have a knack for middle schoolers, and Debby Goss, a 2007 Literacy Champion who has raised three boys of her own, deserves a special place in that category. The first 6th graders she taught have 6th graders of their own by now, so Goss has seen a good many pre-teens come and go. "They're still the same as always," she says, lightly rolling her eyes. "Goofy and emotional. They want to do well, even though they pretend they don't." Which isn't to say that things around the teens haven't changed over all these years, and Goss is reflective as she talks about that. "The biggest changes," she says, "have been changes in technology. We have SmartBoards and laptops – where it used to be all you had was a blackboard. Now we have information at our fingertips and it's so easy to connect to background knowledge. Kids can make presentations and it's more fun for them. But still," she continues, "the majority of kids don't read as much as they used to. With so many kids spending hours playing video games, there's not as much interaction with language."

It was this realization, in part, that led to Goss' effort, supported by her Literacy Champion Award from Verizon, to train 6th and 7th English and social studies teachers on implementing a "Shared Inquiry" approach to learning using Junior Great Books. (For more information about this program visit www.massliteracy.org)

TGH@LGF WORK TAB

Office Applications: Documents/Spreadsheet/Presentations/PDF Reader

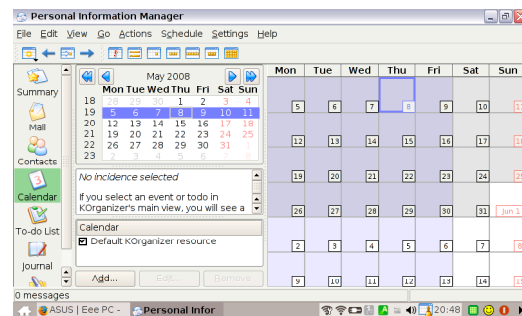
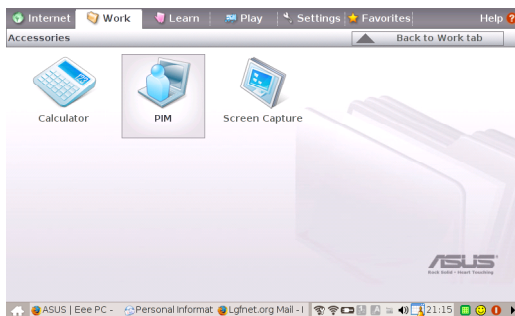
The work tab includes several office software items like **Documents, Spreadsheets, Presentations, and PDF Reader**. Some applications may require setup before use. Follow the steps as provided by the respective wizard to finish the initialization and get your jobs done more efficiently.



PIM – Personal Information Management

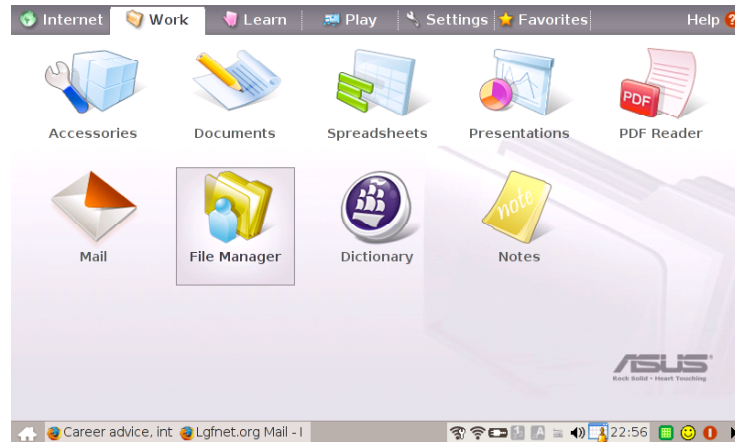
Helps manage personal information like appointments, to-do items and contacts.

On the main work page as shown above, click to open accessories. Select PIM by clicking on it, to initiate Personal Information Manager.

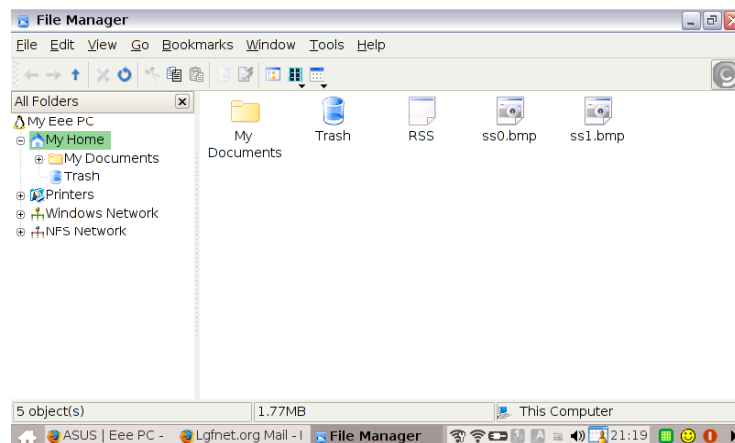


The File Manager:

The File Manager provides an overview of all your files and enables easy management of data.



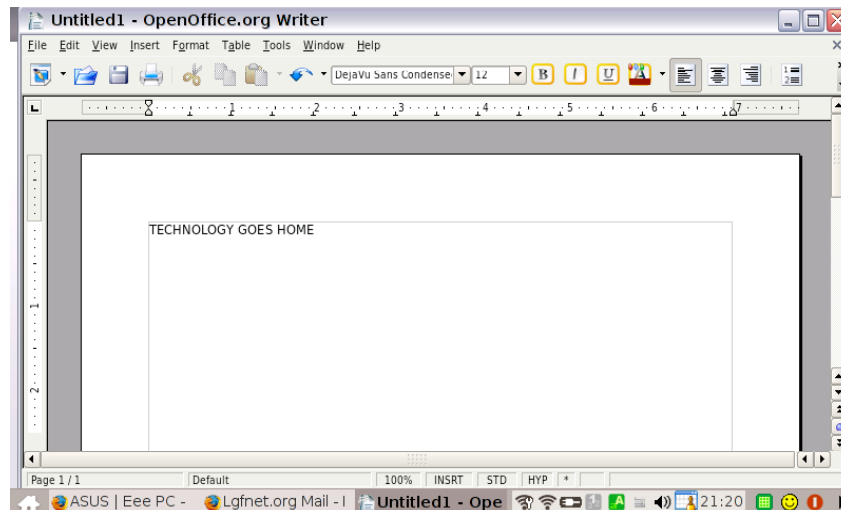
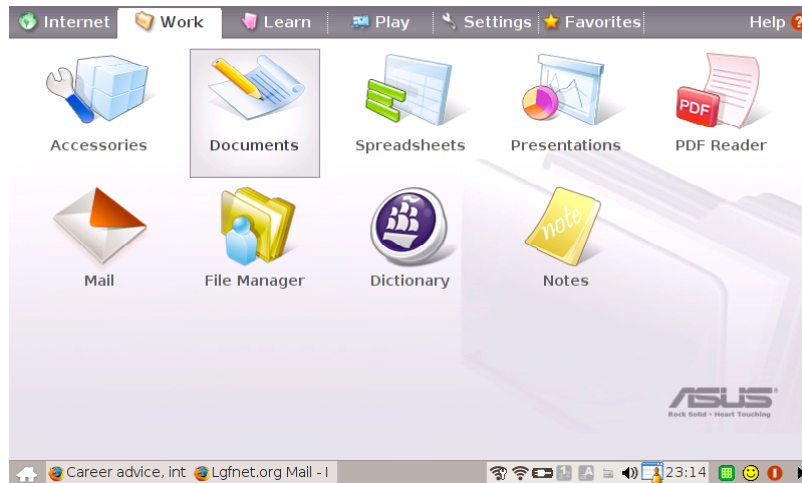
To locate and open your file, open File Manager. If your document is saved under My Documents, then click on it and look for the file under the name you saved it. Once you retrieve it, click on it and it should open.



Under the Trash icon is where all your documents go when you delete them. The Trash Icon should be emptied frequently to avoid your laptop from over flowing with unwanted documents.

Open Office:

You access this by clicking on **Documents**. It starts the word processor for editing documents.



Under Documents you can write letters, proposals, etc... Any kind of document that you would like to edit. To save your document, go under file, save as, and then name your document and save it under my documents.

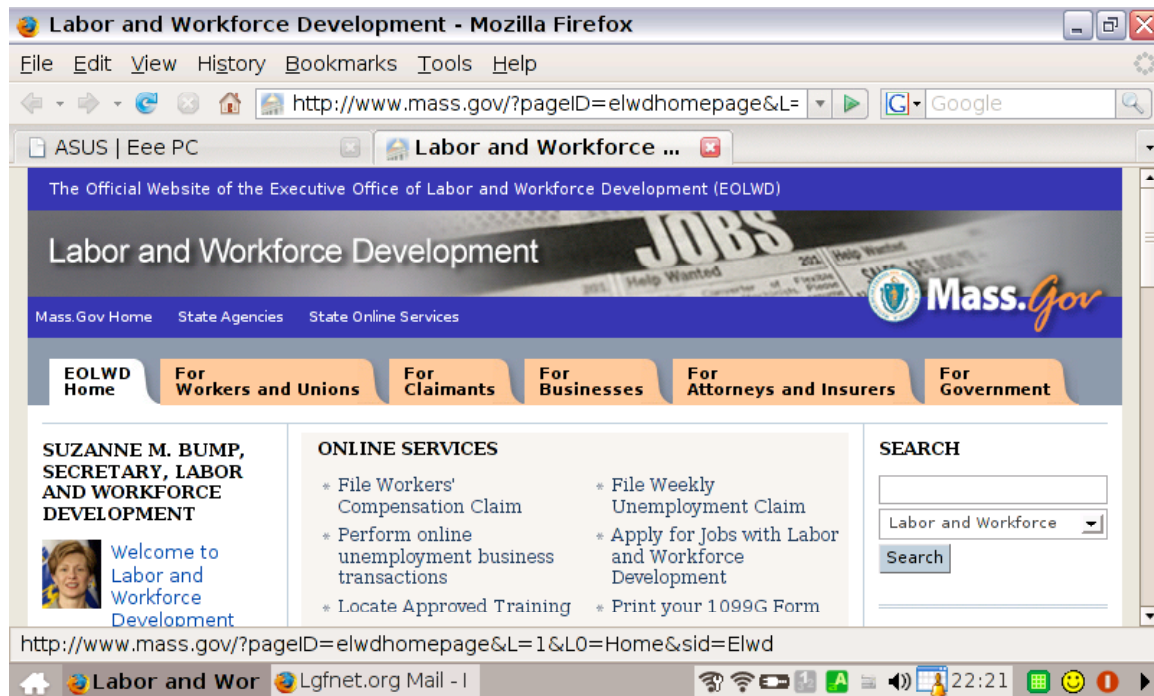
To retrieve a document, go to file, open and retrieve your document.

Under insert you can add a header/footer, pictures, clipart, etc...

Under format you can resized your document, or do any edits to it.

Job Quest:

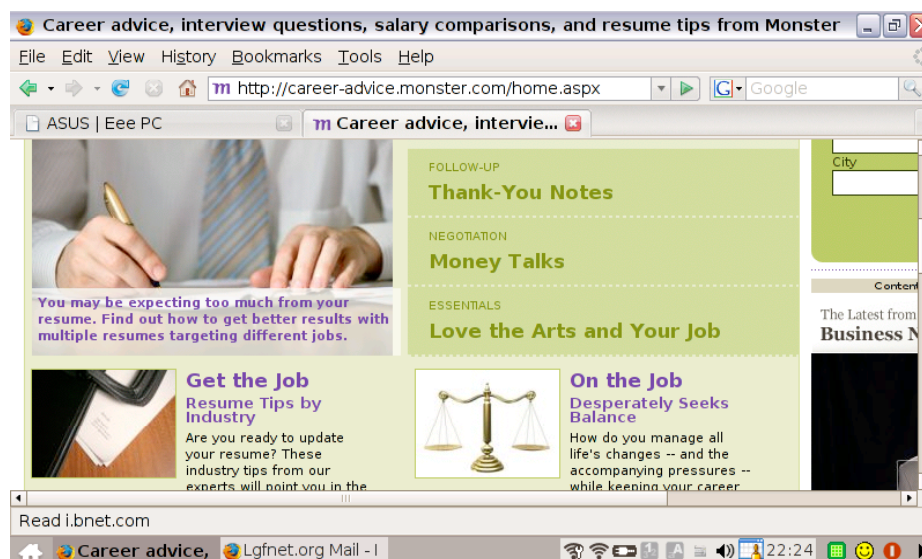
<http://www.mass.gov/?pageID=elwdhomepage&L=1&L0=Home&sid=Elwd>



With Job Quest you can search for a job, post your resume, look for places that do trainings, file for workers comp, search for upcoming events, information on occupation and wages and many other things. Please enter the above website and search around.

Monster Career:

<http://career-advice.monster.com/>



TIMOTHY SMITH NETWORK, INC.
FINANCIAL STATEMENTS
June 30, 2007 and 2006

TIMOTHY SMITH NETWORK, INC.

Contents

June 30, 2007 and 2006

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Statements of Activities	3
Statements of Cash Flows	4
Statements of Functional Expenses	5
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Independent Auditor's Report on the Financial Statements

To the Board of Directors
Timothy Smith Network, Inc.
Roxbury, Massachusetts

I have audited the accompanying statements of financial position of Timothy Smith Network, Inc., (a Massachusetts corporation, not-for-profit) as of June 30, 2007 and 2006, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Timothy Smith Network, Inc.'s management. My responsibility is to express an opinion on these financial statements based on my audits.

I conducted the audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial presentation. I believe that my audits provide a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Timothy Smith Network, Inc. as of June 30, 2007 and 2006, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

The audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses on page 5 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in my opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Andrew M. Zuroff

Andrew M. Zuroff, C.P.A., P.C.
Jamaica Plain, MA

November 13, 2007

TIMOTHY SMITH NETWORK, INC.
STATEMENTS OF FINANCIAL POSTION
June 30, 2007 and 2006

	<u>2007</u>	<u>2006</u>
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$720,730	\$61,093
Unconditional promises to give - Unrestricted:		
Membership dues and fees	7,999	2,885
Temporarily restricted funds	<u>0</u>	<u>66,093</u>
Total Current Assets	<u>728,729</u>	<u>130,071</u>
Property and equipment (Note C)	28,124	28,124
Less: Accumulated Depreciation	<u>12,243</u>	<u>7,792</u>
Net Property and Equipment	<u>15,881</u>	<u>20,332</u>
Total Assets	<u><u>\$744,610</u></u>	<u><u>\$150,403</u></u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$40,332	\$1,133
Payroll taxes payable	<u>1,050</u>	<u>1,650</u>
Total Current Liabilities	<u>41,382</u>	<u>2,783</u>
NET ASSETS		
Unrestricted	49,231	22,544
Temporary Restricted (Note B)	<u>653,997</u>	<u>125,076</u>
Total Net Assets	<u>703,228</u>	<u>147,620</u>
Total Liabilities and Net Assets	<u><u>\$744,610</u></u>	<u><u>\$150,403</u></u>

See accompanying notes to financial statements.

TIMOTHY SMITH NETWORK, INC.
STATEMENTS OF ACTIVITIES
Years Ended June 30, 2007 and 2006

	<u>2007</u>	<u>2006</u>
UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
Support services	\$40,146	\$84,108
Membership dues	4,750	4,875
Investment return	2,229	970
Net assets released from restriction	<u>552,583</u>	<u>232,653</u>
 Total Unrestricted Revenues	 <u>599,708</u>	 <u>322,606</u>
 Functional Expenses:		
Program services	481,801	239,544
Supporting services	<u>91,220</u>	<u>93,896</u>
 Total Functional Expenses	 <u>573,021</u>	 <u>333,440</u>
 Increase (Decrease) in Unrestricted Net Assets	 <u>26,687</u>	 <u>(10,834)</u>
TEMPORARY RESTRICTED NET ASSETS		
Contributions		
Timothy Smith Fund	1,081,504	66,262
Net assets released from restrictions	<u>(552,583)</u>	<u>(232,653)</u>
 Increase (Decrease) in Temporary Unrestricted Net Assets	 528,921	 (166,391)
 Net Assets at Beginning of Year	 <u>147,620</u>	 <u>324,845</u>
 Net Assets at End of Year	 <u><u>\$703,228</u></u>	 <u><u>\$147,620</u></u>

See accompanying notes to financial statements.

Andrew M. Zuroff, C.P.A., P.C.

TIMOTHY SMITH NETWORK, INC.
STATEMENTS OF CASH FLOW
Years Ended June 30, 2007 and 2006

	<u>2007</u>	<u>2006</u>
OPERATING ACTIVITIES		
Change in net assets	\$555,608	(\$177,225)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	4,451	3,800
Net unconditional promises to give	60,978	(61,456)
Accounts and other payables	38,600	1,065
	<u>659,637</u>	<u>(233,816)</u>
Net cash provided by operating activities	<u>659,637</u>	<u>(233,816)</u>
INVESTING ACTIVITIES		
Purchase of property and equipment	<u>0</u>	<u>(19,718)</u>
Net cash used in investing activities	<u>0</u>	<u>(19,718)</u>
Net increase in cash and cash equivalents	659,637	(253,534)
Cash and cash equivalents - Beginning	<u>61,093</u>	<u>314,627</u>
Cash and cash equivalents - Ending	<u><u>\$720,730</u></u>	<u><u>\$61,093</u></u>

See accompanying notes to financial statements.

Andrew M. Zuroff, C.P.A., P.C.

TIMOTHY SMITH NETWORK, INC.
STATEMENTS OF FUNCTIONAL EXPENSES
Years Ended June 30, 2007 and 2006

	<u>2007</u>		<u>2006</u>	
	<u>Program</u> <u>Services</u>	<u>Support</u> <u>Services</u>	<u>Program</u> <u>Services</u>	<u>Support</u> <u>Services</u>
Grants to Affiliated Centers	\$459,204	\$0	\$185,298	\$0
Salary Expense	3,458	46,542	3,012	48,027
Payroll Taxes & Benefits	331	4,454	119	2,485
Advertising	0	0	164	977
Computer Expenses	0	1,117	4,507	2,103
Conference and Meetings	0	4,875	0	1,673
Depreciation	0	4,451	0	3,800
Facilities	0	17,115	0	17,115
Licenses and Fees	0	384	0	250
Postage and Delivery	0	511	0	678
Printing and Copying	0	1,068	354	902
Professional Fees	18,808	6,800	29,313	13,293
Supplies	0	1,165	2,826	1,013
Technology Projects	0	0	13,951	0
Telephone	0	832	0	1,420
Travel	0	21	0	160
Uncollectable Membership Dues	0	1,885	0	0
	<u>\$481,801</u>	<u>\$91,220</u>	<u>\$239,544</u>	<u>\$93,896</u>

See accompanying notes to financial statements.

TIMOTHY SMITH NETWORK, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2007 and 2006

NOTE A – NATURE OF ACTIVITIES AND SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

The Timothy Smith Network (TSN) is a member organization established to build the capacity of Greater Roxbury's 38 Timothy Smith Centers (TSC). The mission of TSN is to increase the capacity of the Greater Roxbury community of Boston to effectively use and access technology by providing technology-related services, educational programs and resources as well as strengthening and supporting the individual TSCs.

The Timothy Smith Fund has authorized grants in excess of \$5.0 million to thirty-eight charitable organizations in Roxbury for the creation of an integrated consortium of technology centers at their distinct facilities. The Timothy Smith Fund grants are utilized by each non-profit organization to acquire state-of-the-art software and computers and to properly outfit each center with computer peripherals and furnishings. The Timothy Smith Centers' computers are connected to an internal network through a server and externally via the Internet. The average center has twelve to fifteen computers, two printers, one scanner, a digital camera and twelve to fifteen workstations and chairs. These community-based organizations are independent of TSN.

The Timothy Smith Network, Inc. became incorporated in Massachusetts on June 5, 2003. It is recognized as a non-profit in the Commonwealth of Massachusetts and by the IRS as a 501(c)(3) corporation. All TSN sites are 501(c)(3) corporations.

Promises to Give

Contributions are recognized when the donor makes a promise to give to TSN that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

Conditional promises are not recorded as a contribution until the condition on which it depends is substantially met.

Timothy Smith Network, Inc. uses the direct write-off method to determine uncollectible unconditional promises receivable. Although this method is not generally accepted, it does approximate generally accepted accounting principals. This method is based on prior years' experience and management's analysis of specific promises made.

TIMOTHY SMITH NETWORK, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2007 and 2006

Contributed Services

During the years ended June 30, 2007 and 2006, the value of contributed services meeting the requirement for recognition in the financial statements was not material and has not been recorded. In addition, many individuals volunteer their time and perform a variety of tasks that assist the TSN with management and decision making for the Network investigating and applying for available funds and materials. These services do not meet the criteria for recognition as contributed services.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

Cash and cash equivalents consist of checking and money market accounts. These are all considered to be cash and cash equivalents for the purpose of the statements of cash flows.

Property and Equipment Depreciation

It is TSN's policy to capitalize property and equipment at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are recorded as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long these donated assets must be maintained, the Timothy Smith Network reports expiration of the donor restrictions when acquired assets are placed in service as instructed by the donor.

Depreciation of property and equipment is computed using the straight-line method over the following useful lives:

Equipment	3-10 years
Furniture and fixtures	5-10 years

At June 30, 2007 and 2006 there is no fully depreciated property or equipment.

Financial Statement Presentation

Timothy Smith Network according to SFAS No. 117, Financial Statements for Not-for-Profit Organizations is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. TSN does not use fund accounting.

TIMOTHY SMITH NETWORK, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2007 and 2006

Contributions

Under SFAS No. 116, Accounting for Contributions Received and Contributions Made, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restriction.

Income Taxes

Timothy Smith Network is a not-for-profit organization that is exempt from taxes under Section 501(c) (3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than private foundation.

Functional Allocation of Expenses

The costs of providing the various program and activities have been summarized on a functional basis in the Statement of Activity. Accordingly, certain costs have been allocated between program and support services.

Advertising Expenses

Advertising costs are expensed as incurred. At June 30, 2007 and June 30, 2006, Timothy Smith Network incurred advertising expense of \$0 and \$1,141 respectively.

Free Use of Facilities

Roxbury Community College provides TSN with free use of facilities consisting of office space, utilities, communication and unlimited access to a copy center. The free use of facilities is not promised for a specified period of time; therefore, TSN is recognizing a contribution and expense at the fair value amount of \$18,015 for the year ended June 30, 2007 and 2006.

NOTE – B RESTRICTIONS ON NET ASSETS

Temporarily restricted assets are available to support projects as follows:

	<u>June 30, 2007</u>	<u>June 30, 2006</u>
Grants to Timothy Smith Centers	\$624,415	\$ 48,448
Boston Foundation – Web Design	0	14,573
Boston Foundation – Strategic Planning	0	18,142
Microsoft – Technical Training	<u>29,582</u>	<u>43,913</u>
	<u>\$653,997</u>	<u>\$125,076</u>



March 11, 2010

Mr. William Oates
Chief Information Officer
City of Boston
Boston City Hall, Room 703
Boston, MA 02201

Dear Mr. Oates,

The Timothy Smith Fund for "Old Roxbury" has, since its establishment in 1996, and will continue, until its conclusion in 2019, to provide between \$400,000 and \$500,000 annually to equip and sustain the comprehensive series of Computer Learning and Educational Centers the Fund has helped establish in Boston's Roxbury neighborhood.

The bequest of Timothy Smith is held at Mellon Bank. Income from Mr. Smith's bequest is restricted to the ongoing purchase of the technology related equipment, furnishings and supplies necessary to sustain these centers "state of the art" status. The Timothy Smith Network (TSN) acts as the Timothy Smith Fund's agent for these purchases.

The City of Boston, under the leadership of Mayor Thomas M. Menino, has been a leader in the development of innovative initiatives that bring the benefits of computer technology to all of its residents. The Timothy Smith Network has been the city's partner in many of these initiatives and looks forward to continuing this collaboration for years to come.

Through the NTIA Grant period, the Timothy Smith Fund will continue to provide at least \$500,000 annually to the TSN for the benefit of the eligible TS Centers. The Online Learning Readiness Program proposed by the TSN in support of Mayor Menino's and the City's broadband and technology initiatives is an excellent example of this partnership in action.

Sincerely,

Robert J. Fleming
Executive Secretary and Fund Manager
Timothy Smith Fund for Old Roxbury
City of Boston

Susan O'Connor
Executive Director
Timothy Smith Network

Membership

Boston Neighborhood Network
(BNN) Multimedia Center
Central Boston Elder Services
Computer Learning Resources
Center, Mandela
Dimock Community Health Center
Egleston Square Youth Center:
YMCA of Greater Boston
Fenway Community Development
Corporation
Freedom House, Inc.
Hattie B. Cooper Community
Center
Hispanic Office of Planning
and Evaluation, Inc. (HOPE)
Technology Center
Inquilinos Boric en Acci3n
El Batey Technology Center
at Villa Victoria
John A. Shelburne Community
Center
John D. O'Bryant High School of
Mathematics and Science
La Alianza Hispana
Madison Park Community Center
Madison Park Development
Corporation
Morgan Memorial Goodwill
Industries
North American Indian Center of
Boston, Inc.
Orchard Gardens Community
Center
Paige Academy
Roxbury Community College
Roxbury Family YMCA Timothy
Smith Teen Center
Roxbury Multi-Service Center,
John D. O'Bryant
Community Youth Center
Roxbury Presbyterian Church
Social Impact Center
Sonny Walker Computer Center
South End Technology Center at
Tent City
St. Katharine Drexel Parish
Tobin/Mission Hill Community
Center
United South End Settlements
Urban League of Eastern
Massachusetts
Veterans Benefits Clearinghouse
Vine Street Community Center
Yawkey Club of Roxbury

Timothy Smith Network
P. O. Box 191360
Roxbury, MA 02119-0023

Phone: (617) 968-3653
Fax: (617) 933-7467
www.timothysmithnetwork.org

TIMOTHY SMITH NETWORK, INC.
FINANCIAL STATEMENTS
June 30, 2009 and 2008

TIMOTHY SMITH NETWORK, INC.

CONTENTS June 30, 2009

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Statement of Financial Position	2
Statement of Activities and Changes in Net Assets	3
Statement of Cash Flows	4
Statement of Functional Expenses	5
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ANDREW M. ZUROFF, C.P.A., P.C.
632 CENTRE STREET
JAMAICA PLAIN, MA 02130-2554

Independent Auditor's Report on the Financial Statements

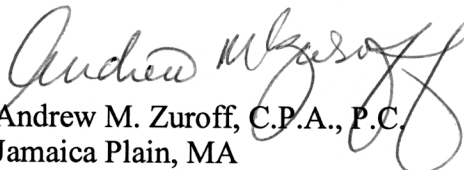
To the Board of Directors
Timothy Smith Network, Inc.
Roxbury, Massachusetts

We have audited the accompanying statements of financial position of Timothy Smith Network, Inc., (a Massachusetts corporation, not-for-profit) as of June 30, 2009 and 2008, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Timothy Smith Network, Inc.'s management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted the audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Timothy Smith Network, Inc. as of June 30, 2009 and 2008, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

The audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses on page 5 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.


Andrew M. Zuroff, C.P.A., P.C.
Jamaica Plain, MA

August 26, 2009

TIMOTHY SMITH NETWORK, INC.
STATEMENTS OF FINANCIAL POSTION
June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 842,135	\$ 145,279
Unconditional promises to give - Unrestricted:		
Membership dues and fees	1,000	12,901
Prepaid Deferred Program Expenses	67,234	0
Prepaid Insurance	678	0
Prepaid Payroll Taxes	521	318
	<hr/>	<hr/>
Total Current Assets	911,568	158,498
	<hr/>	<hr/>
Property and equipment (Note C)	12,992	28,806
Less: Accumulated Depreciation	6,779	15,387
	<hr/>	<hr/>
Net Property and Equipment	6,213	13,419
	<hr/>	<hr/>
Total Assets	<u>\$ 917,781</u>	<u>\$ 171,917</u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 27,588	\$ 8,625
	<hr/>	<hr/>
Total Current Liabilities	27,588	8,625
	<hr/>	<hr/>
NET ASSETS		
Unrestricted	36,521	23,248
Temporary Restricted (Note B)	853,672	140,044
	<hr/>	<hr/>
Total Net Assets	890,193	163,292
	<hr/>	<hr/>
Total Liabilities and Net Assets	<u>\$ 917,781</u>	<u>\$ 171,917</u>

See accompanying notes to financial statements.

Andrew M. Zuroff, C.P.A., P.C.

TIMOTHY SMITH NETWORK, INC.
STATEMENTS OF ACTIVITIES
Years Ended June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
Support services	\$ 21,046	\$ 47,393
Administrative fees	97,192	0
Fund Raising	6,420	0
Membership dues	4,250	4,250
Investment return	541	1,926
Net assets released from restriction	<u>183,156</u>	<u>500,470</u>
 Total Unrestricted Revenues	 <u>312,605</u>	 <u>554,039</u>
 Functional Expenses:		
Program services	183,156	500,470
Supporting services	97,148	93,035
Fund Raising Services	<u>27,000</u>	<u>0</u>
 Total Functional Expenses	 <u>307,304</u>	 <u>593,505</u>
 Increase (Decrease) in Unrestricted Net Assets	 <u>5,301</u>	 <u>(39,466)</u>
TEMPORARY RESTRICTED NET ASSETS		
Contributions		
Timothy Smith Fund	904,756	0
Net assets released from restrictions	<u>(183,156)</u>	<u>(500,470)</u>
 Increase (Decrease) in Temporary Unrestricted Net Assets	 721,600	 (500,470)
 Net Assets at Beginning of Year	 <u>163,292</u>	 <u>703,228</u>
 Net Assets at End of Year	 <u><u>\$ 890,193</u></u>	 <u><u>\$ 163,292</u></u>

See accompanying notes to financial statements.

Andrew M. Zuroff, C.P.A., P.C.

TIMOTHY SMITH NETWORK, INC.
STATEMENTS OF CASH FLOW
Years Ended June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
OPERATING ACTIVITIES		
Change in net assets	\$ 726,901	\$ (539,936)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation	2,716	3,144
Net unconditional promises to give	11,902	(4,902)
Prepaid expenses	(1,199)	0
Deferred program expenses	(67,234)	0
Accounts and taxes payables	19,281	(33,075)
	<u>692,367</u>	<u>(574,769)</u>
Net cash provided (used) by operating activities		
INVESTING ACTIVITIES		
Purchase of property and equipment	1,963	682
Property and equipment net of depreciation donated to Timothy Smith Centers	(6,452)	0
	<u>(4,489)</u>	<u>682</u>
Net cash used in investing activities		
Net increase (decrease) in cash and cash equivalents	696,856	(575,451)
Cash and cash equivalents - Beginning	<u>145,279</u>	<u>720,730</u>
Cash and cash equivalents - Ending	<u><u>\$ 842,135</u></u>	<u><u>\$ 145,279</u></u>

See accompanying notes to financial statements.

Andrew M. Zuroff, C.P.A., P.C.

TIMOTHY SMITH NETWORK, INC.
STATEMENTS OF FUNCTIONAL EXPENSES
Years Ended June 30, 2009 and 2008

	2009			2008		
	<u>Program Services</u>	<u>Support Services</u>	<u>Fund Raising</u>	<u>Program Services</u>	<u>Support Services</u>	<u>Fund Raising</u>
Grants to Affiliated Centers	\$ 150,899	\$ -	\$ -	\$ 488,752	\$ -	\$ -
Salary Expense	5,500	49,500	0	5,913	48,670	0
Payroll Taxes & Benefits	493	4,440	0	615	4,448	0
Advertising	0	0	0	0	3,152	0
Computer Expenses	0	971	0	0	1,389	0
Conference and Meetings	0	1,327	0	0	1,562	0
Depreciation	0	2,716	0	0	3,144	0
Facilities	0	17,115	0	0	17,115	0
Licenses and Fees	0	240	0	0	1,369	0
Other Expenses	1,620	0	0	0	0	0
Postage and Delivery	0	429	0	0	490	0
Printing and Copying	0	5,900	0	0	1,387	0
Professional Fees	24,644	7,400	27,000	5,190	7,717	0
Supplies	0	6,371	0	0	603	0
Telephone	0	739	0	0	829	0
Travel	0	0	0	0	285	0
Uncollectable Membership Dues	0	0	0	0	875	0
	\$ 183,156	\$ 97,148	\$ 27,000	\$ 500,470	\$ 93,035	\$ -

See accompanying notes to financial statements.

Andrew M. Zuroff, C.P.A., P.C.

TIMOTHY SMITH NETWORK, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2009 and 2008

NOTE A – NATURE OF ACTIVITIES AND SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

The Timothy Smith Network (TSN) is a member organization established to build the capacity of Greater Roxbury's thirty four (34) Timothy Smith Centers (TSC). In 2008-2009, six (6) TSC were decommissioned. The mission of TSN is to increase the capacity of the Greater Roxbury community of Boston to effectively use and access technology by providing technology-related services, educational programs and resources as well as strengthening and supporting the individual TSCs.

The Timothy Smith Fund has authorized grants in excess of \$5.0 million to thirty-nine (39) charitable organizations in Roxbury for the creation of an integrated consortium of technology centers at their distinct facilities. The Timothy Smith Fund grants are utilized by each non-profit organization to acquire state-of-the-art software and computers and to properly outfit each center with computer peripherals and furnishings. The Timothy Smith Centers' computers are connected to an internal network through a server and externally via the Internet. The average center has twelve to fifteen computers, two printers, one scanner, a digital camera and twelve to fifteen workstations and chairs. These community-based organizations are independent of TSN.

The Timothy Smith Network, Inc. became incorporated in Massachusetts on June 5, 2003. It is recognized as a non-profit in the Commonwealth of Massachusetts and by the IRS as a 501(c)(3) corporation. All TSN sites are 501(c)(3) corporations.

Promises to Give

Contributions are recognized when the donor makes a promise to give to TSN that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

Conditional promises are not recorded as a contribution until the condition on which it depends is substantially met.

Timothy Smith Network, Inc. uses the direct write-off method to determine uncollectible unconditional promises receivable. Although this method is not generally accepted, it does approximate generally accepted accounting principals. This method is based on prior years' experience and management's analysis of specific promises made.

TIMOTHY SMITH NETWORK, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2009 and 2008

Contributed Services

During the years ended June 30, 2009 and 2008, the value of contributed services meeting the requirement for recognition in the financial statements was not material and has not been recorded. In addition, many individuals volunteer their time and perform a variety of tasks that assist the TSN with management and decision making for the Network investigating and applying for available funds and materials. These services do not meet the criteria for recognition as contributed services.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

Cash and cash equivalents consist of checking and money market accounts. These are all considered to be cash and cash equivalents for the purpose of the statements of cash flows.

Property and Equipment Depreciation

It is TSN's policy to capitalize property and equipment at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are recorded as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long these donated assets must be maintained, the Timothy Smith Network reports expiration of the donor restrictions when acquired assets are placed in service as instructed by the donor.

Depreciation of property and equipment is computed using the straight-line method over the following useful lives:

Equipment	3-10 years
Furniture and fixtures	5-10 years

At June 30, 2009 and 2008 there is no fully depreciated property or equipment. During this past year ended June 30, 2009, Timothy Smith Network allocated furniture and fixtures to various Timothy Smith Centers at cost less accumulated depreciation due to relocation at the Roxbury Community College facilities.

TIMOTHY SMITH NETWORK, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2009 and 2008

Financial Statement Presentation

Timothy Smith Network according to SFAS No. 117, Financial Statements for Not-for-Profit Organizations is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. TSN does not use fund accounting.

Contributions

Under SFAS No. 116, Accounting for Contributions Received and Contributions Made, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restriction.

Income Taxes

Timothy Smith Network is a not-for-profit organization that is exempt from taxes under Section 501(c) (3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than private foundation.

Functional Allocation of Expenses

The costs of providing the various program and activities have been summarized on a functional basis in the Statement of Activity. Accordingly, certain costs have been allocated between program services, support services and fund raising activities.

Advertising Expenses

Advertising costs are expensed as incurred. At June 30, 2009 and June 30, 2008, Timothy Smith Network incurred advertising expense of \$-0- and \$3,152 respectively.

Free Use of Facilities

Roxbury Community College provides TSN with free use of facilities consisting of office space, utilities, communication and unlimited access to a copy center. The free use of facilities is not promised for a specified period of time; therefore, TSN is recognizing a contribution and expense at the fair value amount of \$18,015 for the year ended June 30, 2009 and 2008. During the year ended June 30, 2009, Roxbury Community College relocated TSN to the Student Center.

NOTE – B CASH IN EXCESS OF FDIC INSURED LIMITS

The Timothy Smith Network maintains its cash in bank deposit accounts at Wainwright Bank, which, at times, may exceed federally insured limits. Accounts are guaranteed by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 (\$100,000 prior to October 14, 2008). At June 30, 2009 and June 30, 2008, TSN had approximately \$592,134 and \$145,279 respectively in funds in excess of FDIC limits. TSN has not experienced any losses in such accounts.

TIMOTHY SMITH NETWORK, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2009 and 2008

NOTE – C PROPERTY AND EQUIPMENT

Property and equipment consists of the following at June 30:

	<u>2009</u>	<u>2008</u>
Computer Equipment	\$ 5,421	\$12,208
Furniture	7,571	16,598
	<u>\$12,992</u>	<u>\$28,806</u>

NOTE – D RESTRICTIONS ON NET ASSETS

Temporarily restricted assets are available to support projects as follows:

	<u>June 30, 2009</u>	<u>June 30, 2008</u>
Grants to Timothy Smith Centers	\$ 779,884	\$ 135,708
NASA – IDEAS	11,030	6,304
Boston Public Schools	(48,195)	(784)
TSN - CSI	(7,115)	(1,184)
TSN - Operational	(7,405)	0
\$5,000 Grants	125,473	0
	<u>\$ 853,672</u>	<u>\$ 140,044</u>

NOTE –E RELATED PARTY TRANSACTIONS

In accordance with FASB 57, there were no material related party transactions for the years ended June 30, 2009 and 2008.

NOTE –F CONCENTRATION OF CREDIT RISK

The Timothy Smith Network, Inc.’s primary funding source is from “The Timothy Smith Fund for Old Roxbury” which was established by the City of Boston on March 8, 1996.



Online Learning Readiness Program

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Microsoft ICT Curriculum Roadmap	51
Digitally Aware Individual	52
Business Worker	54
Computer Technician	56

Syllabus

Week 1

Monday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>Begin to develop a “Self-Directed Learning Plan” that includes:</p> <ul style="list-style-type: none"> • A mentor (Can be a clergy member, former teacher or boss for example. This person will act as your “coach” to keep you on track; check-in with this person regularly, role model, esteem builder) • Learning partners from the class who will support you during and after the program. • Support system: child care, transportation, housing, physical and mental health, finances, living environment, etc.—people who will help you succeed • Identify career and learning goals • Describe means of achieving these goals: <p>Begin to develop your support system:</p> <ul style="list-style-type: none"> • Pick a fellow classmate to be your 	<p>Introduction:</p> <ul style="list-style-type: none"> • Introduction to Curriculum/Instructor • Meeting Place/Times/Contact Info/Equipment • Icebreaking— Students/Syllabus Distribution <p>DL Lesson 1: Introduction to Computers</p> <p>Objectives:</p> <p>DL1-1.1. Describe the importance of computers in today's world. DL1-1.2. Identify the main parts of a computer. DL1-1.3. Identify the steps for starting a computer. DL1-1.4. Identify the different groups of keys on a keyboard. DL1-1.5. Perform different tasks by using a mouse.</p> <p>Outcomes:</p> <p>Be able to identify the hardware components that make up a Personal Computer. Be able to turn a computer on and off.</p>	<p>Launch the Microsoft Paint Program and conduct a few drawing/painting exercises to get practice using the mouse.</p> <p>Review basic computing definitions and conduct mix and match game to reinforce learning (Different ways to support learning vocabulary-- “Bingo Lingo” games, post words around room, etc.</p> <p>Hands on:</p> <ul style="list-style-type: none"> • Students “build” a functional computer out of spare parts 	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • Scramble word game on technology terminology • Bingo Lingo for terminology • Posters images around classroom to illustrate terminology (get these from Internet) <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • Need form for Self Directed Learning Plan; should this be given to students when they register so that they can work on it before program starts? •

Syllabus

Week 1

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
learning partner and inform students that if they miss more than 3 classes they would not be issued a completion certificate.			
Out of Class Activities: <ul style="list-style-type: none"> • Work on Self Directed Learning Plan • Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> • 	Out of Class Activities: <ul style="list-style-type: none"> • 	
<i>Tuesday</i> Continue working on S-DLP. <u>Keyboarding Skills:</u> if early to class spend 5-10 minutes working with Mavis Beacon— Do this EVERY class and open access	Create an email account using Yahoo Mail or Hotmail	Lesson 1 Time Management Objectives: 1.1 Time management matrix 1.2 Prioritizing 1.3 Monitoring 1.4 Planning Outcomes: Understand how to organize and complete daily activities	Measurement: <ul style="list-style-type: none"> • Students will turn in their S-DPLs (final or work in progress?) GED: <ul style="list-style-type: none"> • X Instructional Activities: <ul style="list-style-type: none"> • Portfolio checklist: <ul style="list-style-type: none"> • Finalize on Hotmail or Yahoo mail • Create blank weekly calendars for students

Syllabus

Week 1

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	Out of Class Activities: <ul style="list-style-type: none"> • Keyboarding skills • Complete Self-Directed Learning Plan 	Out of Class Activities: <ul style="list-style-type: none"> • Send and respond to emails from learning partner and instructor 	Out of Class Activities: <ul style="list-style-type: none"> • Create a schedule of your time for a week which allocates enough time to accommodate class time, out of class activities and the other commitments you have. Be complete, be thorough. 	
<i>Wednesday</i>	Exchange e-mail addresses with your learning partner and instructor	DL1 Lesson 2: Common Computer Terminology Objectives: DL1-2.1. Identify the primary hardware components of a computer. DL1-2.2. Define what an operating system is and its role. DL1-2.3. Define the term program. DL1-2.4. Explain what is meant by data. DL1-2.5. Define the term network and identify the benefits of networking. DL1-2.6. Define the term Internet. Outcomes: Understand software and hardware and networking components of a computer		Measurement: <ul style="list-style-type: none"> • X GED: <ul style="list-style-type: none"> • X Instructional Activities: <ul style="list-style-type: none"> • Make a puzzle out of parts of windows screen that students put together Portfolio checklist: <ul style="list-style-type: none"> • X

Syllabus

Week 1

Thursday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
Out of Class Activities: <ul style="list-style-type: none"> • Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> • 	Out of Class Activities: <ul style="list-style-type: none"> • 	
	<p>DL1 Lesson 3: Computer Performance and Features</p> <p>Objectives:</p> <p>DL1-3.1. Identify and compare the features of different types of computers.</p> <p>DL1-3.2. Explain the role of memory.</p> <p>DL1-3.3. Explain the basics of computer performance and how it relates to productivity.</p> <p>DL1-3.4. Describe the different types of productivity programs and their uses.</p> <p>DL1-3.5. Describe the different types of communications programs and their uses.</p> <p>DL1-3.6. Describe the uses of educational and entertainment programs.</p> <p>Outcomes:</p> <p>Understand how hardware and software components impact a PC's performance and capabilities</p>	Review basic computing definitions and conduct a mix and match game to reinforce learning	Measurement: <ul style="list-style-type: none"> • X GED: <ul style="list-style-type: none"> • GED App 5 ¶¶ Instructional Activities: <ul style="list-style-type: none"> • Create mix and match game for computing definitions Portfolio checklist: <ul style="list-style-type: none"> •

Syllabus

Week 1

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Go to Boston Public Library. • Get a library card. • Identify 5 resources in the library that help you learn things that interest you. • Check out a book of interest to you. • Read the book and write about it in your journal. • Take advantage of the “Forgiveness Program at BPL 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 2

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Monday</i>	<p><u>Keyboarding Skills</u>: if early to class spend 5-10 minutes working with Mavis Beacon— Do this EVERY class and open access</p>	<p>DL1 Lesson 4: Computer Operating Systems</p> <p>Objectives:</p> <p>DL1-4.1. Explain the common functions of an operating system. DL1-4.2. Identify the different components of the Windows XP interface. DL1-4.3. Work with the Windows XP interface within programs. DL1-4.4. Manage files and folders in Microsoft Windows Explorer. DL1-4.5. Perform basic file operations</p> <p>Outcomes:</p> <p>Ability to successfully navigate all the functions of the Windows XP operating system</p>	<p>Organize your files and folders for this course by creating a folder called “Student’s Name”. Then create a sub folder in this folder called “Digital Literacy”. Here is where we will be storing data created throughout the course.</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	
<i>Tuesday</i>		DL1 Lesson 5: Career	<ul style="list-style-type: none"> • Identify at least 5 online 	Measurement:

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Week 2

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	<p>Opportunities</p> <p>Objectives:</p> <p>DL1-5.1. Describe how computers have become a central part of everyday life.</p> <p>DL1-5.2. Identify different career opportunities available for a person who is computer-literate.</p> <p>Outcomes:</p> <p>Be able to conduct a targeted job search of employers and job titles</p>	<p>job sites</p> <ul style="list-style-type: none"> Document these sites and send them to your learning partner and instructor using email. 	<ul style="list-style-type: none"> X <p>GED:</p> <ul style="list-style-type: none"> Diary / Log <p>Instructional Activities:</p> <ul style="list-style-type: none"> X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> Go to the library and review a publication called "PC Magazine". Instruct students on how to do an article write-up. Begin use of a Diary/Log/Journal and update it with your daily activities for the duration of this course Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> Review all sections of 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> 	
<p><i>Wednesday</i></p> <ul style="list-style-type: none"> Prepare questions for 	<p>Computer Basics: Assessment</p>	<p>Identify areas (per the</p>	<p>Measurement:</p>

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Week 2

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>speaker re speaker topic or mastery or profession</p> <ul style="list-style-type: none"> • Submit questions to instructor via email 	<p>Objectives:</p> <p>Class takes the Course Assessment</p> <p>Explain Results and how to use individual Study Guides</p> <p>Review Common Problems and Solutions</p>	<p>assessment) where the student needs to improve. Additional exercises will be given for those areas upon.</p>	<ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • Make sure that activities / processes are in place for those students who need improvement
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	
<p><i>Thursday</i></p> <ul style="list-style-type: none"> • Identify specs of your “ideal” computer including both hardware and software • Send your spec to your learning partner and instructor via email 	<p>OUTSIDE SPEAKER</p>		<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Write a summary of the guest speaker’s presentation; 5 paragraphs <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X

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Week 2

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
			Portfolio checklist: <ul style="list-style-type: none"> • X
Out of Class Activities: <ul style="list-style-type: none"> • Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> • 	Out of Class Activities: <ul style="list-style-type: none"> • 	

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Week 3

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Monday</i>	<p>Contact your local Internet Service Provider (ISP). Ask them about their pricing and speed packages for internet connectivity. Document this to share with the class.</p> <p>Investigate at least 5 ways to get Internet access including home and small business services that are available in the area where you live.</p>	<p>DL2 Lesson 1: The Internet</p> <p>Objectives:</p> <p>DL2-1.1. Define what the Internet is and elaborate on its uses. DL2-1.2. Identify the different components required for an Internet connection. DL2-1.3. Identify the features of different types of Internet connections. DL2-1.4. Explain the meaning of the term bandwidth in relation to the different types of Internet connections.</p> <p>Outcomes:</p> <p>Be able to research and source an internet connection for your home use from the various telecommunications vendors</p>	<p>Advantages and disadvantages of a Dial-up vs. Broadband internet connection</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Broadband write-up should be 5 ¶ <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 3

Tuesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>Perform a Google search and bookmark a web site about one of your hobbies.</p> <p>SMOC: have students complete a progression of Internet Scavenger Hunts with each one having less instruction.</p> <p>SMOC: have students create an Internet Scavenger Hunt that everyone in the class has to complete.</p>	<p>DL2 Lesson 2: The World Wide Web</p> <p>Objectives DL2-2.1. Define the World Wide Web and elaborate on its uses. DL2-2.2. Explain how Web addresses work. DL2-2.3. Explain how to use a browser to navigate the Web.</p> <p>Outcomes: Be able to browse the internet to a variety of different sites</p>		<p>Measurement:</p> <ul style="list-style-type: none"> Students must create at least one Internet Scavenger Hunt that is shared with others in the class <p>GED:</p> <ul style="list-style-type: none"> X <p>Instructional Activities:</p> <ul style="list-style-type: none"> Create Internet Scavenger Hunts <p>Portfolio checklist:</p> <ul style="list-style-type: none"> Need form for Internet Scavenger Hunts that students can fill in. Need way to post and distribute scavenger hunts created by students
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> Complete Scavenger Hunts created by other students 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> 	

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Week 3

Wednesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>Distribute pamphlets, handouts etc from Open house (USES 5/28)</p> <p>OUTSIDE SPEAKER</p> <p>Students become iSAFE certified</p> <p>Share internet safety materials with family and friends.</p> <p>Document changes you make in your home to increase safety on the Internet.</p>	<p>DL2 Lesson 2: The World Wide Web (Continued)</p> <p>Objectives:</p> <p>DL2-2.4. Describe how to evaluate the content of a Web site.</p> <p>DL2-2.5. Explain the meaning of E-Commerce.</p> <p>DL2-2.6. Define Web browser plug-ins and their uses.</p> <p>Outcomes:</p> <p>Differentiate between web site content that is open to the public for updating and understand that the accuracy of its source may be questioned, i.e. web 2.0</p>	<p>Web browser - Internet Explorer review favorites, history and surfing the web</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • iSAFE Certification • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 3

Thursday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	<p>DL2 Lesson 3: Communicating on the Internet</p> <p>Objectives DL2-3.1. Explain how e-mail works. DL2-3.2. Write and send e-mail messages. DL2-3.3. Manage e-mail messages</p> <p>Outcomes: Students will be able to send and receive e-mail messages</p> <p>Lesson 3: E-mail Organization</p> <p>Objectives: 3.1 Create Folders and organize emails into them 3.2 Sending email to multiple persons, distribution lists 3.3 Using an address book—could have students build each others address book by creating an address book entry for themselves under everyone’s address book (think Musical PC’s to get this done)</p> <p>Outcomes: Students will be able to send e-mails to individuals, multiple recipients and attach files to e-</p>	<p>Arrange for a guest speaker who can talk about career opportunities (perhaps from a one stop career center). Talk to your mentor about their personal observations of you and your interests.</p> <p>ORIENTATION TO Morgan Memorial Goodwill Industries</p>	<p>Measurement: • X</p> <p>GED: • X</p> <p>Instructional Activities: • X</p> <p>Portfolio checklist: • X</p>

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Week 3

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	mails		
Out of Class Activities: <ul style="list-style-type: none"> • iSAFE Certification • Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> • 	Out of Class Activities: <ul style="list-style-type: none"> • 	

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Week 4

Monday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>SMOC: need examples of how to analyze the accuracy of web sites. Everyone goes to Wikipedia.com but the info there has to be reconfirmed at another site in order to trust it—Wikipedia is read able and comes up on the top of many searches. However, info on many astronomy topics is simply not accurate.</p>	<p>DL3 Lesson 1: Common Features and Commands</p> <p>Objectives:</p> <p>DL3-1.1. Identify the main components of the user interface. DL3-1.2. Identify the purpose of the commands on the menu bar. DL3-1.3. Work with the buttons on the toolbar. DL3-1.4. Work with the pointer in a program. DL3-1.5. Work with text and characters in a program. DL3-1.6. Explain the use of primary keyboard shortcuts and key combinations.</p> <p>Outcomes:</p> <p>Understanding of how there are multiple ways to perform the same or similar task</p>	<p>Shopping via the Internet. Browse to www.amazon.com</p> <p>Use one of the many sample “shopping cart” web sited for practice</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • Identify products for which students will search for the lowest price
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • iSAFE Certification • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Find the site offering the lowest price for XXXX product 	

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Week 4

Tuesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>Using the 10 e-mail etiquette rules, write at least one e-mail to your learning partner. The e-mail should contain a quick introduction into who you are, why you are taking this course, and what some of your future goals are. Your e-mail should also contain at least two questions for your learning partner to respond to.</p>	<p>DL Lesson 3: Communicating on the Internet (Continued)</p> <p>Objectives:</p> <p>DL2-3.4. Identify the features of online communities. DL2-3.5. Explain how instant messaging works. DL2-3.6. Explain how Web authoring software is used to create and publish Web pages.</p> <p>Outcomes:</p> <p>Understand how an online community enables networking</p>	<p>Effective email communication—word selection, clear writing, upper and lower case, grammar, etc.</p> <p>Review 10 e-mail etiquette rules</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • iSAFE Certification • Keyboarding skills • Go to Boston Public Library and review a publication called “Technology and Learning” Magazine. Instruct students on how to do an article write-up. 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>GED:</p> <ul style="list-style-type: none"> • Write-up

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Week 4

Wednesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
		<p>Lesson 2 Career Counseling</p> <p>Objectives: 2.1 Conduct exercise to determine individual's professional interest, skill set, preferred work environment etc. 2.2 Review results</p> <p>Outcomes: Determine and understand your ideal work situation based on results to help target your search</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Essay on ideal work environment 5¶¶ <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • iSAFE Certification • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Write an essay discussing your ideal work environment. Explain your choices. 	<p>GED:</p> <ul style="list-style-type: none"> • Essay on ideal work environment 5 paragraphs

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Week 4

Thursday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<ul style="list-style-type: none"> • Browse to www.facebook.com and set yourself up on this online community. • Do a search for your learning partner. • Log into windows messenger, using your hotmail e-mail address and password. Send messages to your learning partner and instructor. 		<p>OUTSIDE SPEAKER: Alston Librarian Jennifer Koerber will conduct interactive tours of social networking sites</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • Students should bring in iSAFE Certificates <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • Need a way to “test” that students actually completed the iSAFE modules
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 5

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Monday</i>	Respond to your learning partners questions. Be sure to follow the 1- e-mail etiquette rules.			Measurement: <ul style="list-style-type: none"> • X GED: <ul style="list-style-type: none"> • X Instructional Activities: <ul style="list-style-type: none"> • X Portfolio checklist: <ul style="list-style-type: none"> • X
	Out of Class Activities: <ul style="list-style-type: none"> • Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> • 	Out of Class Activities: <ul style="list-style-type: none"> • 	

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Week 5

Tuesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	DL Internet and World Wide Web: Assessment Objectives: Class takes the Course Assessment Explain Results and how to use individual Study Guides Review Common Problems and Solutions	Identify areas (per the assessment) where the student needs to improve upon. Additional exercises will be given for those areas	Measurement: <ul style="list-style-type: none"> • X GED: <ul style="list-style-type: none"> • X Instructional Activities: <ul style="list-style-type: none"> • X Portfolio checklist: <ul style="list-style-type: none"> • X
Out of Class Activities: <ul style="list-style-type: none"> • Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> • 	Out of Class Activities: <ul style="list-style-type: none"> • 	

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Week 5

Wednesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<ul style="list-style-type: none"> Begin focusing exercise handout for your resume (success stories, key skills, etc.) 		Open Microsoft Word	Measurement: <ul style="list-style-type: none"> X GED: <ul style="list-style-type: none"> X Instructional Activities: <ul style="list-style-type: none"> X Portfolio checklist: <ul style="list-style-type: none"> X
Out of Class Activities: <ul style="list-style-type: none"> Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> 	Out of Class Activities: <ul style="list-style-type: none"> 	

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Week 5

Thursday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>OUTSIDE SPEAKER</p> <p>Lesson 2: Online Job Search</p> <p>Objectives:</p> <p>2.1 Difference between job boards and company job postings</p> <p>2.2. Review a job board</p> <p>2.3 Review a company’s career site</p> <p>2.4 Conduct online job search</p> <p>Outcomes:</p> <p>Identify job openings that fit your skills and interests</p> <p>Use monster.com</p>	<p>OUTSIDE SPEAKER:</p> <p>Morgan memorial Goodwill Industries Interviewing #1</p>	<p>Instruct students to go and register at a Massachusetts one stop career center.</p> <p>Identify areas (per the assessment) where the student needs to improve. Additional exercises will be given for those areas upon.</p> <p>WHAT DO WE DO FOR THOSE STUDENTS WHO NEED IMPROVEMENT?</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 6

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Monday</i>		<p>DL3 Lesson 2: Word Processing</p> <p>Objectives:</p> <p>DL3-2.1. Perform basic tasks by using a word processor. DL3-2.2. Edit and format text. DL3-2.3. Work with tables and pictures. DL3-2.4. Work with language tools.</p> <p>DL3-2.5 Identify the various benefits of using Desktop Publishing (DTP).</p> <p>Outcomes:</p> <p>Knowledge and use of word processing functions and features</p> <p><u>Exercise:</u> Create folder hierarchy based on categories and put files into it</p>		<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	
<i>Tuesday</i>	Practice completing an online	Continue with Word		Measurement:

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Week 6

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
times job application or transaction	Processing		<ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Student will research one company's job postings and write questions and prepared responses for an interview <p>Instructional Activities:</p> <ul style="list-style-type: none"> • Prepare word processing exercises in support of concepts covered in DL lessons <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Complete word processing exercises 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	
<p><i>Wednesday</i> Browse to www.hotmail.com to</p>	Continue with Word	Lesson 2: Word Processing	Measurement:

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Week 6

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
set up an e-mail account Send your resume as an attachment via e-mail to your learning partner (will students have electronic resume at this point?)	Processing	<p>Objectives: DL3-2.1 Begin first draft of resume DL3-2.2 Identify resume formats DL3-2.3 Summary DL3-2.4 Keywords DL3-2.5 Rewards/Recognition DL3-2.6 Education and Certifications</p> <p>Objectives: Students author their resume employing their knowledge of MS word</p> <p>Students complete first draft of their resume</p>	<ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Resume and resume formats <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
Out of Class Activities: <ul style="list-style-type: none"> • Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> • Complete word processing exercises 	Out of Class Activities: <ul style="list-style-type: none"> • 	
<i>Thursday</i>	Lesson 5: Dress for Success	THIS IS A FIELD TRIP	Measurement:

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Week 6

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	<p>Objectives: 5.1 Interview attire for men 5.2 Interview attire for women</p> <p>Outcomes: Understand what is acceptable and unacceptable attire to be worn to a job interview</p>	<p>Morgan Memorial Goodwill Industries—Dress for Success</p>	<ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • students will write a summary of interview attire do's and don'ts • students will receive free interview-appropriate clothing <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Complete word processing exercises 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 7

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Monday</i>	<p>Identify 5 ways in which a spreadsheet might be useful to you.</p> <p>Create a household budget that reflects 6 months</p> <p>Protect your worksheet and send it to your instructor</p>	<p>DL3 Lesson 3: Spreadsheets</p> <p>Objectives:</p> <p>DL3-3.1. Identify the different components of a spreadsheet.</p> <p>DL3-3.2. Enter data into a spreadsheet.</p> <p>DL3-3.3. Perform basic mathematical operations in a spreadsheet.</p> <p>DL3-3.4. Insert charts into a spreadsheet.</p> <p>DL3-3.5. Explain the purpose of options available for printing a spreadsheet.</p> <p>Outcomes:</p> <p>Rudimentary knowledge of spreadsheet concepts and data manipulation</p>	<p>Create a spreadsheet to keep track of a business's year end expenses.</p> <p>Other ideas for creating spreadsheets:</p> <ul style="list-style-type: none"> • One that can be used as a check register • Addresses of friends and relatives (could be used later in database / mail-merge discussions) • Track tax info • House hold items • Personal Collections (books, music) 	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Write up 5 ways spreadsheets are helpful <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • Create spreadsheet exercises that supports concepts in DL Lessons
	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Complete spreadsheet exercises 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 7

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Tuesday</i>		Continue with Spreadsheets		
	Out of Class Activities: <ul style="list-style-type: none"> • Keyboarding 	Out of Class Activities: <ul style="list-style-type: none"> • Complete spreadsheet exercises 	Out of Class Activities: <ul style="list-style-type: none"> • 	
<i>Wednesday</i>	Create a PowerPoint presentation based on your Self-directed Learning Plan Print out handouts, note pages, outline view, and slides Give the presentation to your class.	DL3 Lesson 4: Presentation Programs Objectives: DL3-4.1. Identify the basic functionalities offered by presentation programs. DL3-4.2. Create a new presentation. DL3-4.3. Add graphics and multimedia to a presentation. DL3-4.4. Identify the options available to print presentations in different formats. Outcomes: Understand how to put a slide presentation together in terms of organization of content e.g. title, agenda, summary, closing etc.	Create a presentation for a sales pitch on a household product. THIS IS PAIR Work. Make more open ended—presentation based on student interests.	Measurement: <ul style="list-style-type: none"> • Complete presentations GED: <ul style="list-style-type: none"> • X Instructional Activities: <ul style="list-style-type: none"> • X Portfolio checklist: <ul style="list-style-type: none"> • Create presentation exercises that supports concepts in DL Lessons
	Out of Class Activities:	Out of Class Activities:	Out of Class Activities:	

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Week 7

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	<ul style="list-style-type: none"> • Keyboarding skills • Complete presentation • Prepare to give presentation to class 	<ul style="list-style-type: none"> • Complete presentation exercises 	<ul style="list-style-type: none"> • Complete presentations 	
<i>Thursday</i>	Present your PowerPoint presentation. Provide feedback to others	Continue with Presentation Programs		
	Out of Class Activities: <ul style="list-style-type: none"> • Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> • Complete presentation exercises 	Out of Class Activities: <ul style="list-style-type: none"> • 	

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Week 8

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Monday</i>	<p>Create an Access database for an inventory of a TSN classroom/lab. Include hardware and software items, tables, chairs, etc.</p> <p>Prepare and print 4 reports: hardware only, software only, furniture and other items.</p>	<p>DL3 Lesson 5: Databases</p> <p>Objectives:</p> <p>DL3-5.1. Explain basic database concepts. DL3-5.2. Create a database. DL3-5.3. Work with records in a database. DL3-5.4. Explain what database queries are and how they work. DL3-5.5 Explain what reports are and their uses.</p> <p>Outcomes:</p> <p>Understand real world applications of how a database is used</p>	<p>Define Primary Key and Normalization as relates to databases</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • Create a database of your music collection or contacts <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • Create database exercises that support concepts covered in DL lessons
	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Complete database exercises 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	
<i>Tuesday</i>		<p>Continue databases</p>		
	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 8

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Wednesday</i>	Complete an online times job application or transaction	Productivity Programs: Assessment Objectives: Class takes the Course Assessment Explain Results and individual Study Guides Review Common Problems and Solutions	Identify areas (per the assessment) where the student needs to improve upon. Additional exercises will be given for those areas	Measurement: • X GED: • X Instructional Activities: • X Portfolio checklist: • X
	Out of Class Activities: • Keyboarding skills	Out of Class Activities: •	Out of Class Activities: •	
<i>Thursday</i>		OUTSIDE SPEAKER: Morgan Memorial Goodwill Industries: Interviewing #2	Lesson 5: Interviewing Objectives 5.1 Types of interviews 5.2 How to prepare for an interview 5.3 Post-interview activities Outcomes: Be able to interview confidently and competently	Measurement: • X GED: • X Instructional Activities: • X Portfolio checklist: • X
	Out of Class Activities: • Keyboarding skills	Out of Class Activities: •	Out of Class Activities: •	

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Week 9

Monday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>Review antivirus solutions offered by at least two software vendors: www.symantec.com and www.mcafee.com.</p> <p>Others can be included in comparison.</p> <p>Pay attention to pricing, features, licensing, and target markets.</p>	<p>DL4 Lesson 1: Overview of Computer Security and Privacy</p> <p>Objectives:</p> <p>DL4-1.1. Explain what the terms security and privacy mean as they apply to computing.</p> <p>DL4-1.2. Identify various threats in the world of computers and explain their corresponding solutions.</p> <p>Outcomes:</p> <p>Ability to spot potential vulnerabilities and how to mitigate them.</p> <p>Introduction to general concept of online account management</p>	<p>Define and identify what computer viruses and spyware are. E.g. Trojan viruses and worms</p> <p>Define and discuss “Virus Definitions”</p> <p>Discuss how computer viruses are spread e.g. Melissa virus</p> <p>Discuss “Encryption Techniques”</p> <p>Social Engineering</p> <p>Pinging</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Writeup of computer viruses and anti-virus software should be 5 ¶ <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 9

Tuesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>Free anti-spyware software available for download at www.spybot.com</p>	<p>DL4 Lesson 2: Protecting Your Computer and Your Data</p> <p>Objectives DL4-2.1. Identify various methods of protecting the operating system, software, and data on your computer. DL4-2.2. Identify various ways of securing online and network transactions. DL4-2.3. Identify common measures for securing e-mail and instant messaging transactions.</p> <p>Outcomes: Incorporate these methods into your day-to-day computing practices. Be able to make recommendations to potential employers on how they might be able to solve business problems e.g. opendns.com</p>	<p>Password protection Logon account i.e. authentication Discuss Virtual Private Networks (VPN's) Discuss Security Tokens Discuss Spam and Phishing Backup Strategies (online vs. local) Windows XP Backup and Restore Wizard Denial of service Attacks</p> <p>Note: Many sites will already require students to enter an ID and password in order to use the computer. The students CANNOT create their own account on computers in a TS Center.</p>	<p>Measurement: • X</p> <p>GED: • X</p> <p>Instructional Activities: • X</p> <p>Portfolio checklist: • X</p>
<p>Out of Class Activities: • Keyboarding skills</p>	<p>Out of Class Activities: •</p>	<p>Out of Class Activities: •</p>	

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Week 9

Wednesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	<p>DL4 Lesson 3: Protecting Yourself and Your Family from Security Threats</p> <p>Objectives:</p> <p>DL4-3.1. Identify common measures used to protect privacy.</p> <p>DL4-3.2. Describe how online predators work.</p> <p>DL4-3.3. Identify the guidelines to protect children from online predators.</p> <p>Outcomes:</p> <p>Employ methods from this lesson in your at home computing environment</p>	<p>What parents should say to their children about internet usage e.g. allotted time on the internet, parental knowledge of all passwords, non-disclosure of personal information. Social networking sites. Law enforcement. Physical location of PC in the home. Methods to identify a predator</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Writeup of internet security should be 5¶ <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 9

Thursday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	<p>Lesson 2: Internet Safety Objectives 2.1 Protecting children in cyberspace 2.2 Interactive cyber tours of web based social networking tools</p> <p>Outcomes: Understand the risks and how to minimize them</p>	<p>OUTSIDE SPEAKER</p> <p>Detective Dan Fagan presentation: "Family safety on the Internet"</p>	<p>Measurement: • X</p> <p>GED: • X</p> <p>Instructional Activities: • X</p> <p>Portfolio checklist: • X</p>
<p>Out of Class Activities: • Keyboarding skills</p>	<p>Out of Class Activities: •</p>	<p>Out of Class Activities: •</p>	

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Week 10

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Monday</i>	Define “firewalls” Review customizable security settings in Internet Explorer Review Physical (Locking mechanisms, surge protectors, battery backup) vs. Logical i.e. operating system Security	DL4 Lesson 4: Keeping Your Computer Secure and Updated Objectives: DL4-4.1. Explain the purpose of different security settings on your computer. DL4-4.2. Identify the options available for keeping your computer up to date. Outcomes: Establish regular intervals of time to perform updated	Open Internet Explorer, click the “Tools” drop down menu then select “Update” Should cover temporary internet files, how they impact performance and how to get rid of them. Discuss Automatic Updates from Microsoft	Measurement: • X GED: • X Instructional Activities: • X Portfolio checklist: • X
	Out of Class Activities: • Keyboarding skills	Out of Class Activities: •	Out of Class Activities: •	

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Week 10

Tuesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	<p>DL4 Lesson 5: Computer Ethics</p> <p>Objectives:</p> <p>DL4-5.1. Explain what the term intellectual property means as it applies to computing.</p> <p>DL4-5.2 Identify the various copyright violation acts and their preventive measures.</p> <p>DL4-5.3. Identify the various legal concerns associated with information exchange.</p> <p>Outcomes:</p> <p>Students have an awareness of what constitutes piracy and how to avoid this</p>	<p>Write a 5 paragraph paper on the history of napster.com</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Paper on the history of napster.com <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 10

Wednesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	<p>Computer Security and Privacy: Assessment</p> <p>Objectives:</p> <p>Class takes the Course Assessment</p> <p>Explain Results and individual Study Guides</p> <p>Review Common Problems and Solutions</p>	<p>Identify areas (per the assessment) where the student needs to improve upon. Additional exercises will be given for those areas</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 10

Thursday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
		OUTSIDE SPEAKER: Morgan Memorial Goodwill Industries: Interviewing #3	Measurement: <ul style="list-style-type: none"> • X GED: <ul style="list-style-type: none"> • X Instructional Activities: <ul style="list-style-type: none"> • X Portfolio checklist: <ul style="list-style-type: none"> • X
Out of Class Activities: <ul style="list-style-type: none"> • Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> • 	Out of Class Activities: <ul style="list-style-type: none"> • 	

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Week 11

Monday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<p>Each student should find out about capabilities of their cell phone and how to use it effectively.</p> <p>Browse to the website for the manufacturer of your cell phone. Look up the owners' manual</p> <p>Discuss and pick an electronic/digital product you own, e.g., digital camera, mp3 player, video editing software, digital phone, etc. and produce a Doc. essay with screenshots or a printed PowerPoint which talks about how you've used one of these technologies in some interesting way, and which can be handed out to fellow classmates. This document should include applicable web sites or book titles or other sources which can help a classmate learn more about it.</p> <p>Set up a Skype account. During coordinated times with other TSN centers, talk with an individual at another center.</p>	<p>DL5 Lesson 1: The Modern Digital Experience</p> <p>Objectives DL5-1.1. Identify the benefits of the expanding scope of digital technology. DL5-1.2. Explain how merging technologies expands the features of digital devices</p> <p>Outcomes: Be able to make informed consumer decisions when making purchases</p>	<p>For example, cell phones now are multifunctional - contain cameras, calendar and store music</p> <p>Discuss / demonstrate how these devices integrate with th PN</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • All of these activities impact GED <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X

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Week 11

Tuesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
Out of Class Activities: <ul style="list-style-type: none"> Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> 	Out of Class Activities: <ul style="list-style-type: none"> 	
	<p>D5L Lesson 2: Digital Audio</p> <p>Objectives DL5-2.1. Identify the characteristics of digital audio. DL5-2.2. Explain the concepts of recording, copying, and converting digital audio. DL5-2.3. Identify the features of advanced speech technologies.</p> <p>Outcomes: Construct a playlist of your favorite music for use with an MP3 player</p>	Browse to www.apple.com and discuss the ipod MP3 player Visit P2P sharing sites (e.g. Limewire and Bittorrent) for downloading music files Write a 5 paragraph paper on your experiences	Measurement: <ul style="list-style-type: none"> X GED: <ul style="list-style-type: none"> Paper on experiences Instructional Activities: <ul style="list-style-type: none"> X Portfolio checklist: <ul style="list-style-type: none"> X
Out of Class Activities: <ul style="list-style-type: none"> Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> 	Out of Class Activities: <ul style="list-style-type: none"> 	

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Week 11

Wednesday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	<p>DL5 Lesson 3: Digital Video</p> <p>Objectives:</p> <p>DL5-3.1. Identify the characteristics of digital video</p> <p>DL5-3.2. Describe what digital video editing is and the various output formats for digital video.</p> <p>DL5-3.3. Identify the features of different Web video technologies.</p> <p>Outcomes:</p> <p>Edit a short film based on your video recordings</p>	<p>Launch the program called windows movie maker</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • X <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 11

Thursday

Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
OUTSIDE SPEAKER	OUTSIDE SPEAKER	OUTSIDE SPEAKER	Measurement: <ul style="list-style-type: none"> • X GED: <ul style="list-style-type: none"> • X Instructional Activities: <ul style="list-style-type: none"> • X Portfolio checklist: <ul style="list-style-type: none"> • X
Out of Class Activities: <ul style="list-style-type: none"> • Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> • 	Out of Class Activities: <ul style="list-style-type: none"> • 	

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Week 12

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Monday</i>	<p>If you have a digital camera, take some pictures and e-mail them to your learning partner.</p> <p>Take a picture – either one you’ve taken or download a picture off a web site. Using Microsoft Paint, make edits to the picture. For example, add text boxes with arrows, or select and cut out a portion of the picture, or merge two or more pictures into one</p>	<p>DL5 Lesson 4: Digital Photography</p> <p>Objectives:</p> <p>DL5-4.1. Explain the benefits, features, and working of a digital camera.</p> <p>DL5-4.2. Describe how digital images can be managed and edited.</p> <p>DL5-4.3. Identify the features of different types of printers that are available for printing photos.</p> <p>Outcomes:</p> <p>Make price vs. features comparisons on digital camera models</p>	<p>Demonstrate how to connect a Camera to a PC</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Price / features comparison <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X
	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • Keyboarding skills 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	<p>Out of Class Activities:</p> <ul style="list-style-type: none"> • 	

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Week 12

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
<i>Tuesday</i>	Bring in 3 job descriptions cut from newspapers or printed from web sites. To each attach a written essay or list detailing which skills you've learned in this Program would be useful for each job, and how you would sell those skills to the prospective employer.	<p>DL5 Lesson 5: Digital Technology and Career Opportunities</p> <p>Objectives:</p> <p>DL5-5.1. Explain how digital technology enables you to work remotely</p> <p>DL5-5.2. Identify different career opportunities available in the digital technology world.</p> <p>DL5-5.3 Identify different career opportunities available in the digital technology world.</p> <p>Outcomes:</p> <p>Investigate careers in graphic art and design</p> <p>The Modern Digital Experience: Assessment</p> <p>5.4 Class takes the Course Assessment</p> <p>5.5 Explain Results and individual Study Guides</p> <p>5.6 Review Common Problems and Solutions</p>		<p>Measurement:</p> <ul style="list-style-type: none"> • X <p>GED:</p> <ul style="list-style-type: none"> • Essays on job descriptions should be 5 paragraphs <p>Instructional Activities:</p> <ul style="list-style-type: none"> • X <p>Portfolio checklist:</p> <ul style="list-style-type: none"> • X

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Week 12

	Self-Directed Learner Skills	Technology Skills	Workforce / Online Learning Skills	Measurement / GED / Instructional Activities
	Out of Class Activities: <ul style="list-style-type: none"> Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> 	Out of Class Activities: <ul style="list-style-type: none"> 	
<i>Wednesday</i>		The Digital Literacy Certificate Test Objectives: <ul style="list-style-type: none"> The Class takes the Digital Literacy Certificate Test Discussion of Results and Further Options for Review, Further Study, and Increasing Competence	Identify areas (per the assessment) where the student needs to improve upon. Additional exercises will be given for those areas Linkedin.com → Professional network. Create profile and make connections to friends, family, co-workers.	Measurement: <ul style="list-style-type: none"> X GED: <ul style="list-style-type: none"> X Instructional Activities: <ul style="list-style-type: none"> X Portfolio checklist: <ul style="list-style-type: none"> X
	Out of Class Activities: <ul style="list-style-type: none"> Keyboarding skills 	Out of Class Activities: <ul style="list-style-type: none"> 	Out of Class Activities: <ul style="list-style-type: none"> 	
<i>Thursday</i>	GRADUATION	GRADUATION	GRADUATION	
	Out of Class Activities: <ul style="list-style-type: none"> 	Out of Class Activities: <ul style="list-style-type: none"> 	Out of Class Activities: <ul style="list-style-type: none"> 	

Microsoft ICT Curriculum Road Map



Source: <http://www.microsoft.com/education/MSITAcademy/curriculum/roadmap/default.aspx>

Digitally Aware Individual

New to Computing

Digital Learning Curriculum

Basic Curriculum

Standard Curriculum--Version 2

Computer Basics

The Internet and the World Wide Web

Productivity Programs

Computer Security and Privacy

Digital Lifestyles

Advanced Curriculum

Creating an Internet Email Account

Creating a Resume with Word 2007

Expand Your Skills

E-Learning Courses

Word Create your first Word document

Add backgrounds, borders, and text effects

Up to speed with Word 2007 (course)

Work with documents created in earlier versions

Share Word 2007 documents with people who are using previous versions of Word

Work with tables in a document, presentation, or message

Up to speed with Word 2007 (demo)

Course	Duration (minutes)		Prereqs	Cost	Language
	Min	Max			
C	60	120	None	\$ -	English
C	120	180	None	\$ -	Multi-language
C	120	180	None	\$ -	Multi-language
C	120	180	None	\$ -	Multi-language
C	120	180	None	\$ -	Multi-language
C	120	180	None	\$ -	Multi-language
C	7	7	None	\$ -	English
C	120	180	None	\$ -	English
C	20	30	Comp. Basics	\$ -	English
C	40	50	Comp. Basics	\$ -	English
C	30	40	Comp. Basics	\$ -	English
D			Comp. Basics	\$ -	English
D			Comp. Basics	\$ -	English
D			Comp. Basics	\$ -	English
D			Comp. Basics	\$ -	English

Excel	Create your first Excel spreadsheet	C	30	40	Comp. Basics	\$ -	English
	Create your first Excel chart	C	30	40	Comp. Basics	\$ -	English
	Start using Excel formulas	C	40	50	Comp. Basics	\$ -	English
	Up to speed with Excel 2007 (course)	C	30	40	Comp. Basics	\$ -	English
	Create charts in Excel 200	D			Comp. Basics	\$ -	English
	Use simple formulas to do the math	D			Comp. Basics	\$ -	English
	Insert and delete rows, columns, and worksheets	D			Comp. Basics	\$ -	English
	Hide or unhide rows and columns	D			Comp. Basics	\$ -	English
	Organize your data by using an Excel table	D			Comp. Basics	\$ -	English
	Freeze or unfreeze rows and columns	D			Comp. Basics	\$ -	English
	Up to speed with Excel 2007 (demo)	D			Comp. Basics	\$ -	English
PowerPoint	Create your first PowerPoint slide show	C	40	50	Comp. Basics	\$ -	English
	Up to speed with PowerPoint 2007 (course)	C	40	50	Comp. Basics	\$ -	English
	Create a basic presentation quickly	D			Comp. Basics	\$ -	English
	Add colors, fonts, and effects with PowerPoint 2007 themes	D			Comp. Basics	\$ -	English
	Add a background to your presentation	D			Comp. Basics	\$ -	English
	Add slide transitions to your presentation	D			Comp. Basics	\$ -	English
	Add animation and sound to text and objects in a presentation	D			Comp. Basics	\$ -	English
	Preview and review a presentation	D			Comp. Basics	\$ -	English
	Up to speed with PowerPoint 2007 (demo)	D			Comp. Basics	\$ -	English

Minutes	1087	1597	\$ -
Hours	18.12	26.62	

Business Worker

MCAS

Duration (Hrs.)		Language	Cost	Subscription
Min	Max			

Typical Role

In today's workplace, it is essential that business workers are skilled at using productivity software such as Microsoft Office. Employers rely on their staff to use Microsoft Office to its full potential to get the most out of their software investment.

Companies may expect business workers to be skilled at using Word, Excel, PowerPoint, Access, and Outlook for Microsoft Office 2003 and the 2007 Microsoft Office system. As a business worker, you can prove that you have the expertise to work more efficiently and be more productive by validating your skills through certification on Microsoft Office products.

Prerequisites	Digitally Aware Individual	18	27		\$ -
Certification	Microsoft Certified Application Specialist (MCAS)				

Curriculum Roadmap

Microsoft Office Word 2007

Pretest					\$ -
E-learning:	Collection 5258: Core training for MS Word 2007	8	12	English	\$ 71.99 18 months
Related Study:	MS Office Word 2007 Step-By-Step				\$ 29.95
Certification Exam:	Exam 77-601: MCAS: Using MS Office Word 2007				\$ 75.36
					<u>\$ 177.30</u>

Microsoft Office Excel 2007

Pretest					\$ -
E-learning:	Collection 5259: Core training for MS Excel 2007	7	10.5	English	\$ 71.99 18 months
Related Study:	MS Office Excel 2007 Step-By-Step				\$ 29.95
Certification Exam:	Exam 77-602: MCAS: Using MS Office Excel 2007				\$ 75.36
					<u>\$ 177.30</u>

Microsoft Office PowerPoint 2007

Pretest					\$ -
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	Collection 5260: Core training for MS PowerPoint 2007	6	9	English	\$ 71.99	18 months
E-learning:	MS Office PowerPoint 2007 Step-By-Step				\$ 29.95	
Related Study:	Exam 77-603: MCAS: Using MS Office PowerPoint 2007				\$ 75.36	
Certification Exam:					<u>\$ 192.29</u>	
 Microsoft Office Outlook 2007						
Pretest					\$ -	
	Collection 5261: Core training for MS Outlook 2007	6	9	English	\$ 71.99	18 months
E-learning:	MS Office Outlook 2007 Step-By-Step				\$ 29.95	
Related Study:	Exam 77-604: MCAS: Using MS Office Outlook 2007				\$ 75.36	
Certification Exam:					<u>\$ 177.30</u>	
 Microsoft Office Access 2007						
Pretest					\$ -	
	Collection 5263: Core training for MS Access 2007	6	9	English	\$ 71.99	18 months
E-learning:	MS Office Access 2007 Step-By-Step				\$ 29.95	
Related Study:	Exam in Development				\$ -	
Certification Exam:					<u>\$ 131.89</u>	
 Windows Vista Desktop						
Pretest					\$ -	
	Collection 5257: Core training with Windows VISTA	12	18	English	\$ 79.98	18 months
E-learning:					\$ -	
Related Study:					\$ -	
Certification Exam:					<u>\$ 79.98</u>	
 Time/Cost Required per participant		63	94		\$ 936.06	

Computer Technician

Duration		Language	Cost	Subscription
Min	Max			

Typical Role

As a desktop support technician, you may perform the following tasks:

- Serve as liaison between customers and your company
- Solve hardware and software issues for customers
- Educate users on hardware and software procedures
- Provide feedback about customer needs
- Consult with product team about how software works
- Install, configure, and upgrade hardware and software

Prerequisites

Digitally Aware Individual	18	27	\$	-
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Certification

Microsoft Certified IT Professional (MCITP): Consumer Support Technician
 Microsoft Certified Technology Specialist (MCTS): Windows Vista, Configuration
 CompTIA: A+ Certification
 CompTIA: Network+ Certification

Curriculum Roadmap

A+ Certification

Classroom Training	Microsoft Official Academic Course (MOAC): ALS A+ Certification Package, Third Edition	TBD
E-Learning		TBD
Related Study	Faster Smarter A+ Certification	TBD
Certification Exam	CompTIA A+ Certification	TBD
<hr/>		
0 0		<hr/> \$ -

Network Certification

Classroom Training	MOAC: ALS Network+ Certification Package, Fourth Edition	TBD
E-Learning		TBD
Related Study	Faster Smarter Network + Certification	TBD
Certification Exam	CompTIA Network+ Certification	TBD
<hr/>		
0 0		<hr/> \$ -

Desktop Operating Systems

Classroom Training		\$ -
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E-learning	Collection 5347*: Installing and Configuring Windows Vista	12	18	English	\$ 191.99	18 months
	Collection 5354*: Configuring Windows Vista Networking and Security	10	15	English	\$ 159.99	18 months
	Collection 5360*: Configuring Windows Vista Applications and Devices	10	15	English	\$ 159.99	18 months
Related Study	MCTS Self-Paced Training Kit (Exam 70-620): Configuring Windows Vista Client				\$ 59.99	
Certification Exam	Exam 70-620: TS: Microsoft Windows Vista, Configuring (MCTS Certification)			Multi-language	TBD	
		32	48		TBD	

Supporting and Troubleshooting Applications

Classroom Training						
E-Learning	Collection 5366*: Maintaining and Troubleshooting Computers Running Windows Vista	12	18	English	\$ 191.99	18 months
	Collection 5372: Deploying Windows Vista Desktop Images and Applications	14	21	English	\$ 223.99	18 months
	Collection 5379 *: Supporting Windows Vista for the Consumer Support Technician	10	15	English	\$ 159.99	18 months
Related Study	Assessment tools for Collection 5366*: Maintaining and Troubleshooting Desktops Running Windows Vista				\$ -	
	Assessment tools for Collection 5372*: Deploying Windows Vista Desktop Images and Applications				\$ -	
	Assessment tools for Collection 5379*: Supporting Windows Vista for the Consumer Support Technician				\$ -	
Certification Exam	Exam 70-623 PRO: Microsoft Desktop Support – Consumer				\$ -	
		36	54		\$ 575.97	

Time Required per participant

86 129 TBD