

LBS DIGITAL CURRICULUM Practitioner's Guide

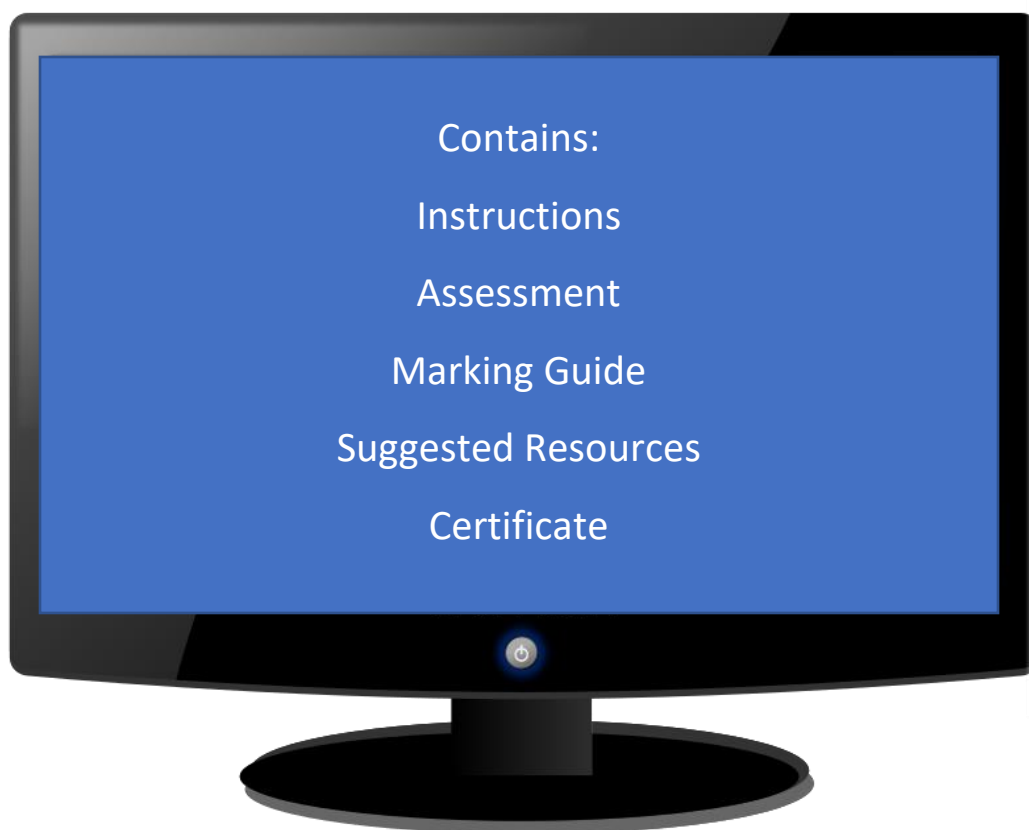




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LBS Digital Curriculum – Acknowledgements



Special thank you to the following:

- The Ministry of Training, Colleges and Universities for funding this project
- Bernadette Beaupré at CESBA for this project and this opportunity
- LBS Digital Curriculum Committee Members: Constance Gibbings, Daphne Lane, and Karen Morgan, for their help, edits, and suggestions
- Monika Jankowski-Pacyna from Alphaplus for her information on accessibility tools and online meeting software and Samantha Branje at OSL Retail for her advice concerning mobile device basics
- TR Leger School, STEP Program for sharing information from the program’s Essential Skills for Computer Use manuals
- The LearningHUB, The Centres for Employment and Learning of the Avon Maitland District School Board for information about their online classes for the Suggested Resources Section
- Editor Alexandra Peace for her suggestions and helpful changes

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Introduction

This LBS Digital Curriculum contains three components for students.

- 1) a pre-assessment with OALCF alignment (located in this guide)
- 2) a manual with tips and activities
- 3) a workbook with lessons to help familiarize the student with technical vocabulary

Goals of CESBA's LBS digital materials are as follows:

- to standardize all digital vocabulary and jargon to create a better understanding of technology
- to offer a step by step approach for the learner that offers an independent learning experience and also provides talking points for the learner and practitioner
- to introduce the basic concepts needed to explore the digital world, to create learner-confidence, and to be a launching pad for further study
- to include activities and worksheets that help the learner recognize digital language and assist in remembering the steps to complete computer tasks

Tips for practitioners:

- This manual can be used as a complete unit or in sections depending on the needs of the learner.
- The assessment can be given to the learner to show level prior to beginning the course.
- Online information is often updated; eventually, some sites and information contained in this course might change. You may have to search and/or update information as needed. An online search can help find site replacements.

CESBA LBS Digital Curriculum – OALCF Assessment



Name: _____

Date: _____

Time Started: _____

Time Completed: _____

OALCF Level: _____






This assessment is meant to determine **OALCF competency** levels only.

*Students are asked to complete as much of the work as they can in the booklet and to leave the space blank if they don't know the answer.

1. Label the Picture: Please write the names of the parts of the computer on the lines.



2. Name the pictures (icons): Write the name beside the picture.

App Icon	App Name
	
	
	
	
	

3. Match the Definition: Draw a line between the word(s) and the meaning.

Printer	Websites that let users share information, pictures, and messages with other users
Mouse	A worldwide network that lets users look at websites from different places and countries
Internet	A program that hurts or makes bad changes to your computer
Smartphone	A file you can add to your email
Tablet	A phone that also lets you take pictures, send text messages, and go on the Internet
Virus	An input device that lets you click and highlight on the screen of your computer
Social Media	The main screen of your computer
Attachment	An output device that lets you put on paper what is on your computer screen
Computer	An electronic device that lets you store information, make documents, and go online
Desktop	A flat, smaller, wireless computer with a touch screen

5. Reading a Chart: Look at the Netflix cost chart and answer the questions.

Netflix is a streaming program that allows you to watch movies and tv shows online for a monthly fee.

The chart below shows the prices for Netflix Canada.

Look at the chart and answer the questions about it on the next page.

	Basic	Standard	Premium
Monthly price after free month ends on 02/10/18	\$8.99	\$10.99	\$13.99
HD available	×	✓	✓
Ultra HD available	×	×	✓
Screens you can watch on at the same time	1	2	4
Watch on your laptop, TV, phone and tablet	✓	✓	✓
Unlimited movies and TV shows	✓	✓	✓
Cancel anytime	✓	✓	✓
First month free	✓	✓	✓

HD and Ultra HD availability subject to your Internet service and device capabilities. Not all content available in HD or Ultra HD. : See [Terms of Use](#) for more details.

*Please answer questions in full sentences.

1. What service would you order if you wanted Ultra HD?

2. How many users (screens) can you have at the same time with the Standard service?

3. Which services offer unlimited movies and tv shows?

4. How many months are free?

5. What devices can you watch Netflix on?

6. If you are new to Netflix, how much would it cost if you ordered the Premium Service for 3 months?

6. My Skills: Answer the questions about your digital skills below.

Check yes or no and explain your answer in the comments.

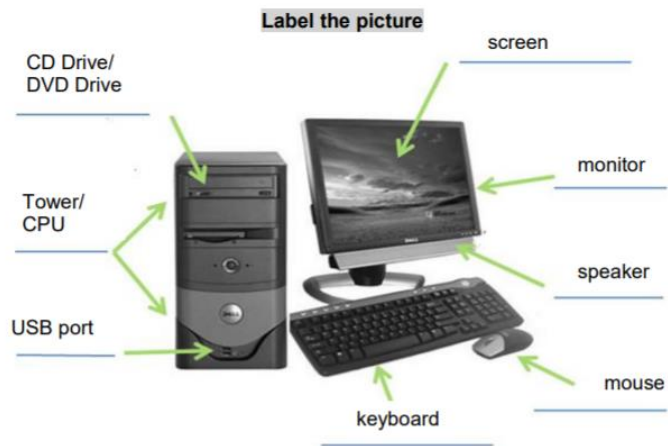
Skill	Yes	No	Comment
I have used a mouse.			
I am comfortable using the Internet.			
I have an email account.			
I understand social media.			
I have a smartphone.			
I can add contacts to my smartphone.			
I know how to use and download apps.			
I have used a tablet before.			
I am comfortable using a tablet.			
I watch videos on YouTube.			
I know how to use the Internet to look for jobs.			
I know how to use the Internet to learn.			
I feel very confident on the computer.			
I have made documents in MS Word.			
I can change fonts in MS Word.			

LBS Digital Curriculum Assessment OALCF Framework and Marking Guide






To the Practitioner,

This guide includes a marking guide and an OALCF alignment checklist. It is intended to help determine both digital knowledge and OALCF competency levels of students interested in taking CESBA's LBS Digital Curriculum.

1. Label the Picture



2. Name the pictures (icons)

App Icon	App Name
	Microsoft Word (MS word)
	Facebook
	Google Chrome (Google)
	YouTube
	Microsoft Excel (MS Excel)

Label the Pictures/Name the Apps

A 1.1 Reads texts to locate details

- Understands and follows directions provided to label picture and fill in table
- Reads headings in table to determine what information to provide
- Uses picture to try to determine the parts of the computer

Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"> <input type="checkbox"/> Decodes words and makes meaning of sentences in a single text <input type="checkbox"/> Uses short texts to locate a simple piece of information <input type="checkbox"/> Follows simple, straightforward instructional texts 	<ul style="list-style-type: none"> • Has a highly explicit purpose • Addresses concrete, day-to-day topics • Is under one paragraph in length • Scope of task is limited

B. 3.2 Uses layout to determine where to make entries in simple documents

- Determines where to enter the information while labelling the picture and making entries into the table
- Uses photograph to decide what to label each part of the computer
- Provides inferences based on photos in the table to complete labelling correctly
- Uses headings provided to determine which information to use in the table
- Places the correct information under each heading

Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"> <input type="checkbox"/> Uses layout to determine where to make entries <input type="checkbox"/> Makes entries using limited range of vocabulary <input type="checkbox"/> Begins to make some inferences to decide what information is needed <input type="checkbox"/> Follows instructions on documents 	<ul style="list-style-type: none"> • Has a simple format • May include unfamiliar elements • Scope of task is clearly defined • Requires multiple entries • Has a familiar context

Recommendations for competency building

3. Match the Definition

Printer

Mouse

Internet

Smartphone

Tablet

Virus

Social Media

Attachment

Computer

Desktop

Websites that let users share information, pictures, and messages with other users (Social Media)

A worldwide network that lets users look at websites from different places and countries (Internet)

A program that hurts or makes bad changes to your computer (Virus)

A file you can add to your email (Attachment)

A phone that also lets you take pictures, send text messages, and go on the Internet (Smartphone)

An input device that lets you click and highlight on the screen of your computer

The main screen of your computer (Desktop)

An output device that lets you put on paper what is on your computer screen (Printer)

An electronic device that lets you store information, make documents, and go online (Computer)

A flat, smaller, wireless computer with a touch screen (Tablet)

The diagram shows the following matches:

- Printer is connected to "An output device that lets you put on paper what is on your computer screen (Printer)".
- Mouse is connected to "An input device that lets you click and highlight on the screen of your computer".
- Internet is connected to "A worldwide network that lets users look at websites from different places and countries (Internet)".
- Smartphone is connected to "A phone that also lets you take pictures, send text messages, and go on the Internet (Smartphone)".
- Tablet is connected to "A flat, smaller, wireless computer with a touch screen (Tablet)".
- Virus is connected to "A program that hurts or makes bad changes to your computer (Virus)".
- Social Media is connected to "Websites that let users share information, pictures, and messages with other users (Social Media)".
- Attachment is connected to "A file you can add to your email (Attachment)".
- Computer is connected to "An electronic device that lets you store information, make documents, and go online (Computer)".
- Desktop is connected to "The main screen of your computer (Desktop)".

Match the Definition

A 1.1 Reads texts to locate details

- Understands and follows directions provided to match picture with definition
- Reads definitions to decide which matches the word or phrase given
- Uses common language to try to decipher the proper answer

Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"><input type="checkbox"/> Decodes words and makes meaning of sentences in a single text<input type="checkbox"/> Uses short texts to locate a simple piece of information<input type="checkbox"/> Follows simple, straightforward instructional texts	<ul style="list-style-type: none">• Has a highly explicit purpose• Addresses concrete, day-to-day topics• Scope of task is limited

A 1.2 Reads texts to locate details

- Scans all definitions to locate specific answer for each word or phrase
- Finds correct definition in a page of text
- Understands common digital terminology and can link to definition

Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"><input type="checkbox"/> Scans text to locate information<input type="checkbox"/> Locates multiple pieces of information in simple texts<input type="checkbox"/> Reads more complex texts to locate a single piece of information	<ul style="list-style-type: none">• Scope of task is clearly defined.• Involves one text of five sentences or longer.• May include unfamiliar elements (e.g., vocabulary, context, topic)

Recommendations for competency building

4. Write about Computers

Answers should include 5 or more sentences (with proper capitalization and punctuation) that answer the question of what skills the participants would like to learn and why.

Write about Computers

A 1.1 Reads texts to locate details

- Understands and follows directions provided to match picture with definition
- Reads definitions to decide which matches the word or phrase given
- Uses common language to try to decipher the proper answer

Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"> <input type="checkbox"/> Decodes words and makes meaning of sentences in a single text <input type="checkbox"/> Uses short texts to locate a simple piece of information <input type="checkbox"/> Follows simple, straightforward instructional texts 	<ul style="list-style-type: none"> • Has a highly explicit purpose • Addresses concrete, day-to-day topics • Scope of task is limited

B 2.1 Write texts to explain and describe information and ideas

- Conveys simple ideas and information in a paragraph.
- Demonstrates a limited understanding of sequence in a paragraph about digital skills.
- Uses sentence structure, upper and lower case, and basic punctuation.
- Sentences make sense.
- Uses vocabulary familiar to the participant when writing about what skills are needed.
- Attempts to spell words properly and is generally successful.
- Paragraph is written well enough to convey the meaning in the paragraph.

Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"> <input type="checkbox"/> Writes simple texts to inform <input type="checkbox"/> Conveys simple ideas <input type="checkbox"/> Demonstrates a limited understanding of sequence <input type="checkbox"/> Uses sentence structure, upper and lower case, and basic punctuation <input type="checkbox"/> Uses familiar vocabulary 	<ul style="list-style-type: none"> • Scope of task is limited. • Addresses concrete, day-to-day topics • Addresses a small, familiar audience • Is informal. • Is up to a paragraph in length. • Has a familiar context.

E 1.1 Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning

- Participant identifies areas needed to improve.
- Participant offers reasons why these areas need to improve.
- Participant understands what skills need to be learned.

Performance Descriptors
<ul style="list-style-type: none"> <input type="checkbox"/> Sets short-term goals <input type="checkbox"/> Identifies what is needed to attain these goals. <input type="checkbox"/> Identifies steps required to achieve goals. <input type="checkbox"/> Begins to monitor progress towards achieving goals

Recommendations for competency building

5. Reading a Chart

Sentence structure and wording may vary.

1. What service would you order if you wanted Ultra HD? **You would order the Premium service.**
2. How many users (screens) can you have at the same time with the Standard service? **You can have 2 users (screens) with Standard Service**
3. Which services offer unlimited movies and tv shows? **All services offer unlimited movies and tv shows.**
4. How many months are free? **There is one month free with all services.**
5. What devices can you watch Netflix on? **You can watch Netflix on your laptop, tv, phone or tablet.**
6. If you are new to Netflix, how much would it cost if you ordered the Premium Service for 3 months? **It would cost \$27.98 (because the first month is free).**

$2 \times \$13.99$ or $\$13.99 + \13.99

Reading a Chart

A 2.2 Interpret simple documents to locate and connect information

- Finds information in chart provided
- Uses check marks in diagrams to answer the questions
- Uses the layout of the simple chart to locate information
- Makes low-level inferences about Netflix services
- Identifies which subscription details match the questions

Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"> <input type="checkbox"/> Performs limited searches using one or two search criteria <input type="checkbox"/> Extracts information from tables and forms <input type="checkbox"/> Locates information in simple graphs and maps <input type="checkbox"/> Uses layout to locate information <input type="checkbox"/> Makes low-level inferences 	<ul style="list-style-type: none"> • Scope of task is clearly defined Involves one document • Uses a simple format • Displays a limited amount of information • Is typically up to one page in length • May include unfamiliar elements (e.g., vocabulary, context, topic)

B 3.1 Write texts to explain and describe information and ideas

- Conveys simple ideas and information in sentence form
- Demonstrates understanding of chart
- Uses sentence structure, upper and lower case, and basic punctuation
- Attempts to spell words properly and is generally successful
- Sentence is written well enough to convey the answer to the question

Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"> <input type="checkbox"/> Writes simple texts to inform <input type="checkbox"/> Conveys simple ideas <input type="checkbox"/> Uses sentence structure, upper and lower case, and basic punctuation <input type="checkbox"/> Uses familiar vocabulary 	<ul style="list-style-type: none"> • Scope of task is limited • Addresses topic illustrated in chart • Addresses a small, familiar audience • Is informal • Is less than a paragraph in length

C 1.1 Compare costs and make simple calculations

- Calculates cost for services outlined in chart for 3 months
- Recognizes one month is free and includes it in answer
- Includes dollar sign in answer
- Multiplies \$13.99 by 2 or adds \$13.99 to \$13.99 to reach answer
- Includes correct answer

Performance Descriptors

- Adds, multiplies whole numbers
- Interprets and represents costs using monetary symbols and decimals
- Follows apparent steps to reach solutions

Task Descriptors

- Scope of task is limited and has a set procedure
- May require one operation; operation is apparent
- May involve one simple document

Recommendations for competency building

6. My Skills






Answers and comments may vary. Ability to complete chart and offer comments shows a good understanding of the competencies.

- A2.1 (Interpreting a simple form/ chart)
- B2.1 (Write brief texts to convey simple ideas and information)
- E1.1 (Manage learning)

Questionnaire is provided to help practitioner/instructor understand what digital skills the participant needs and what ones have already been learned.

Workbook Answer Guide

Name the Hardware

Hardware	What it does
	The monitor of the computer looks like a TV screen. It shows you pictures and information from the computer.
	The CPU is the thinking part of the computer. It is the computer's brain.
	The mouse is used to select or move items on the screen.
	The keyboard allows you to type words and numbers into the computer.
	The printer makes a paper copy (also called a hardcopy) of something from the computer.

Hardware is the part of the computer that you can touch and see.

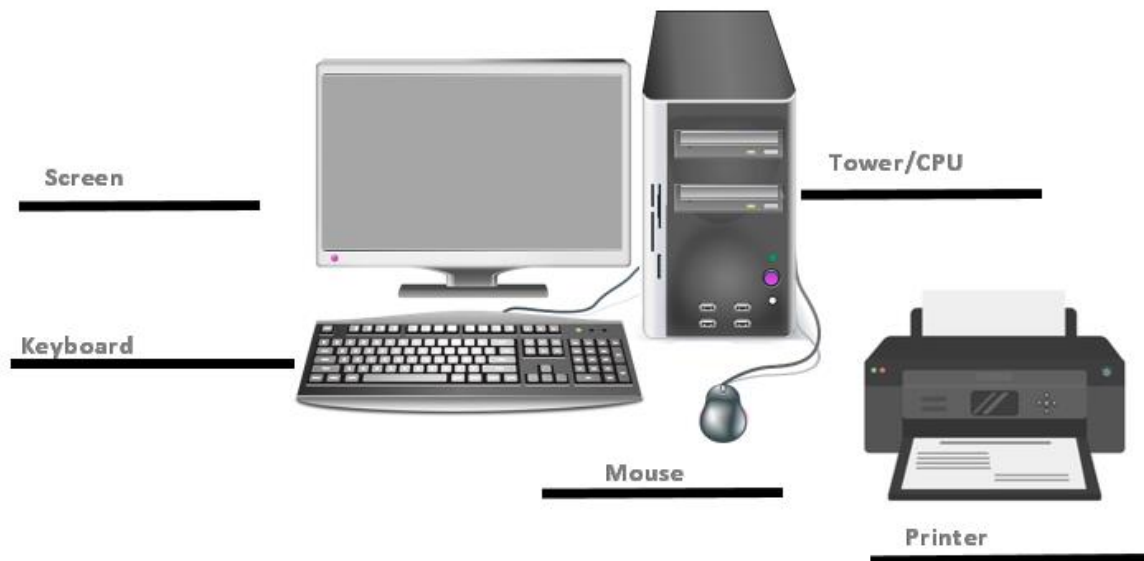
The Computer

Word Search Activity

V	N	C	P	Q	P	R	Y	B	N	V	L	T	L	V
G	X	X	D	M	O	J	L	Y	T	H	A	K	D	N
X	S	Z	L	T	U	G	D	Q	U	Q	F	M	M	A
I	D	F	I	P	C	U	N	E	Y	K	K	Y	T	K
L	T	N	C	W	K	C	O	M	P	U	T	E	R	W
E	O	B	K	J	W	B	H	A	N	W	N	N	E	C
M	Y	F	N	E	V	B	U	V	R	Q	M	Y	B	J
P	Q	E	U	W	Y	M	M	H	N	W	F	M	J	O
R	J	Y	Z	I	K	B	I	I	D	Y	F	M	V	M
I	M	B	Y	R	B	E	O	E	E	Y	J	N	P	U
N	O	D	M	D	O	M	H	A	R	D	W	A	R	E
T	U	X	Q	C	I	B	L	V	R	J	F	Q	B	K
E	S	L	O	V	C	F	X	Z	M	D	Q	A	A	P
R	E	U	N	U	Y	B	P	F	O	C	E	L	O	Y

HARDWARE
COMPUTER
MONITOR
KEYBOARD
MOUSE
PRINTER
CPU

Label the hardware



The Mouse

Match the word with its meaning

- | | | |
|--------------|---|---|
| 1) Select | → | a) a way of doing something that saves time |
| 2) Shortcut | → | b) a way of picking a word or words |
| 3) Highlight | → | c) a way of choosing something on the computer by clicking on it with the mouse |
| 4) Scroll | → | d) a way to move around the computer screen |

Label the mouse

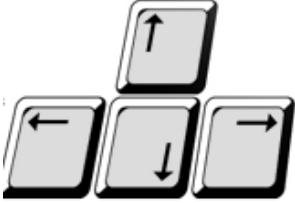









When you move the mouse, you will see the the screen.



pointer move on

The Keyboard

	- moves the pointer up, down, right and left
	- signals the end of a paragraph
	- changes what a key will do, for example, will make a letter a capital (A,B,C) or will make a symbol (&*@)
	- deletes the letter to the left of the pointer.
	- deletes the letter to the right of the cursor
	- makes the pointer go to the end of the line
	- makes the pointer go back to the start
	- makes spaces between words when typing

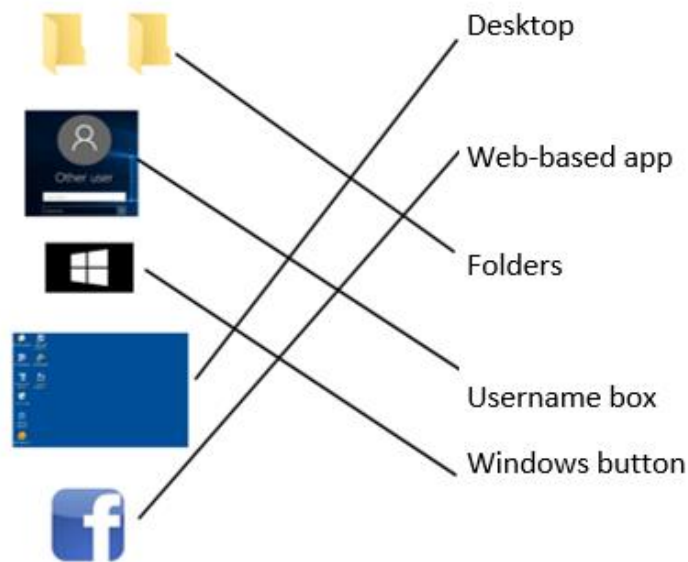
Getting Started

1. Which computer is better to take to different places? Laptop
2. Which computer sits on your desk at work or home? Desktop

The Screen and the Desktop

A	M	N	I	L	K	D	O	R	K	R	F	E	N	R	DESKTOP
N	W	B	J	J	D	K	P	O	C	B	M	N	K	I	USERNAME
U	U	I	H	P	T	N	X	C	W	E	U	I	W	L	SCREEN
N	G	H	Y	W	A	I	T	U	T	Z	W	I	J	J	OPERATING
C	T	D	I	B	K	Z	V	S	S	V	D	M	T	J	SYSTEM
M	D	P	L	D	B	F	Y	I	J	C	A	C	S	Z	PASSWORD
X	P	U	F	Z	L	S	O	L	Z	U	K	L	X	R	CLICK
S	C	A	A	D	E	O	P	E	R	A	T	I	N	G	
S	C	I	H	S	E	F	U	O	A	V	W	T	C	W	
R	G	Y	U	S	E	R	N	A	M	E	N	K	G	G	
E	I	S	T	K	W	L	X	F	O	W	Q	Q	T	V	
E	B	H	V	T	D	O	R	X	V	R	D	V	O	B	
N	L	Y	L	O	T	L	R	H	M	L	X	Y	S	H	
I	H	Z	N	P	G	O	P	D	S	H	L	H	G	M	
G	J	K	L	V	Q	T	X	L	D	F	H	O	J	L	

The program that runs your computer is called an operating system.

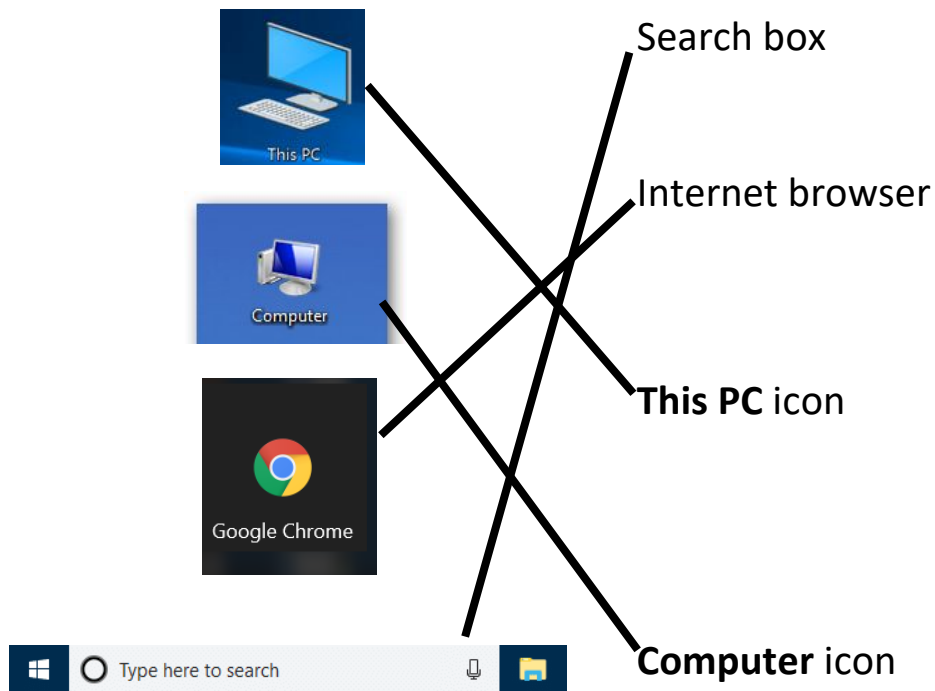


What Are Folders and Apps?

1. Pictures of folders and apps on the Desktop are called icons.
2. Web-based apps need the Internet to work.

My Computer/ This PC

Match the picture to the words on the left.



The Internet

Use the words in the box to fill in the blanks below.

1. A browser helps you use the Internet.
3. The home page is the first page you see when you go online.
4. Google Chrome is an Internet browser.
5. A drop-down menu gives you choices after you click the down arrow.

6. You type a web address into the address bar to go to the website.
7. A search engine like Google or Yahoo helps you find information online.
8. A website is a page on the Internet.

Choosing an Email Address

- a) Needajob@gmail.com
- b) CutiePie25@gmail.com
- c) Catlover11@gmail.com
- d) StellaKJones@gmail.com
- e) Lifeoftheparty@gmail.com

Picking a Password

*Answers will vary. Marks for each item listed in the table provided.

Sending an Email

Write the steps to send an email, from start to finish on the lines below.

Step 1: Sign into email

Click **compose**.

Put the email address beside To:.

Type a subject in the subject line.

Write a message in the white box.

Click **Send**.

Check the sent folder to see if the email has sent.

Writing an Email

Label the parts of this email:

Email address	JDaveMatthew@mail.com
Subject	Re: Tuesday's meeting
Greeting/ Salutation	Hi Dave,
Message	Thank you for letting me know about Tuesday's meeting. I will be there with my paperwork.
Closing	Have a great day,
Name	Vivaan Patel

Public Wi-fi and Your Opinion

Facebook

Use the words in the box to fill in the blanks below.

Add

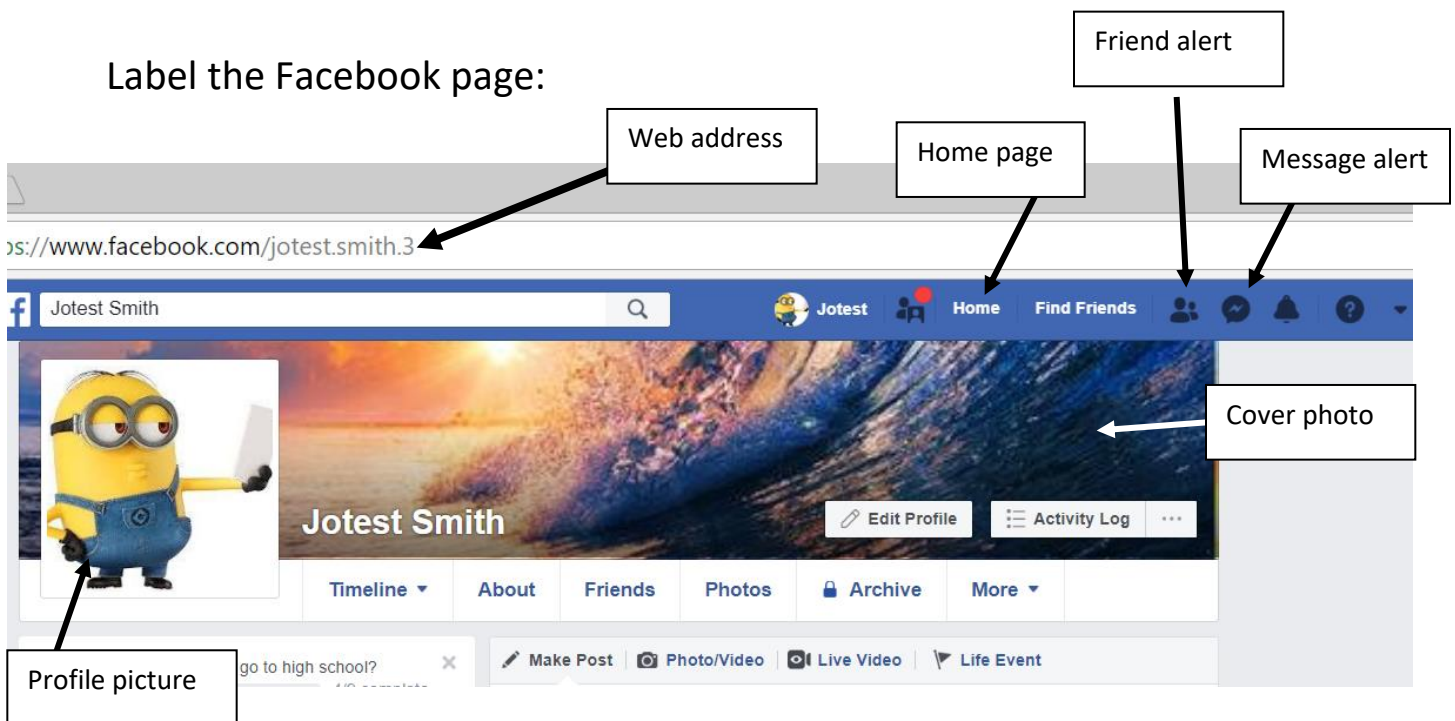
Liked

Post

Share

1. I want to add my friend Anna to Facebook.
2. I liked the Blue Jays fan page on Facebook.
3. I should post my status today.
4. I thought that video was funny. I will share it on my wall.

Label the Facebook page:



Mobile Devices

1. Get off the phone.
2. I cannot hear you, you are breaking up.
3. Use your thumb to scroll down to the bottom.
4. I will have to phone in sick today.
5. I have run out of data on my phone.
6. I need to top up the data on my phone.
7. I need to charge up my phone. The battery is low.
8. I need to plug in my phone to charge it.

Smartphones

1. Name 3 things that a smartphone can do.

Answers may include: go online, take pictures, send text messages, call people, download Apps, save contacts, etc.

2. What does Wi-Fi let you do?

Go online for free.

3. What is one of the benefits (pros) of having a pay-as-you-go phone?

Monitoring/controlling data spending, not needing a credit check

4. In what file can you find your photos from your smartphone?

a) Images

b) DCIM

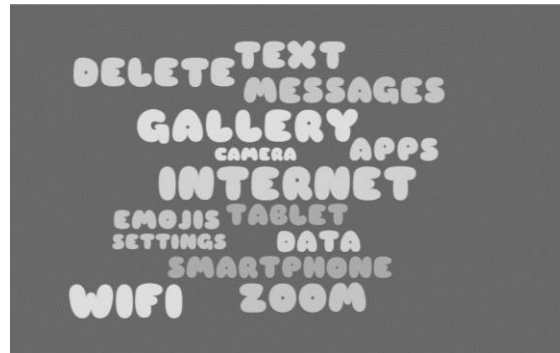
c) PhonePics

5. How do you delete information from your phone?

Select information and tap the trash can icon.

Smartphones and Tablets

Example of possible student word cloud:



1. A tablet has a touch screen.
2. iPads have an iOS operating system.
3. Apps are programs that you use on a tablet. You can get free apps from the App Store or on Google Play.
4. CAPTCHA uses a test to make sure you are not a robot.

YouTube and Online Shopping

*Answers will vary based on the videos and should reflect an understanding of the content of the questions.

Microsoft Word

1. List 3 of the tabs on the Ribbon in MS Word
 - a. File
 - b. Home
 - c. Insert
 - d. Review

2.  Undo



Font Color



Bold

Italics

Underline

3. Unscramble

onft - **font**

aves - **save**

bribno - **ribbon**

dnuo - **undo**

Read and Write: Practice Vocabulary

Each vocabulary word should be copied out for full marks.

*Answers will vary based on student opinion. Please check answers to make sure that they match the content of the questions.

Accessibility Tools and Resources to Assist Learners

(List compiled and shared, courtesy of Monika Jankowska-Pacyna, Organizational Development Consultant – Education and Technology, Alphaplus)

Chrome browser settings and extensions

Feature/Name/Link	What it does	Notes
Going incognito Option in Chrome menu	Allows you to browse without saving your data	
Quickly change font size Use Ctrl and + or - in Windows Use Command and + or - in Mac	Quick shortcut to increase font size of the page	Note in the URL the system will display zoom in or out icon, you can click on it to change the settings
Review Settings in browser You can set/reset font sizes It also allows you to go to Accessibility section in Google Store https://chrome.google.com/webstore/category/collection/accessibility	Allows you to customize the settings in your browser	
High Contrast Chrome extension https://chrome.google.com/webstore/detail/high-contrast/djcfdncoelnldjfhinnjldjlikmph	With two clicks you can change the background and font colours	Options: Normal, Increased Contrast, Grayscale, Inverted Color, Inverted Grayscale, Yellow on Black
Turn Off the Lights Chrome extension https://chrome.google.com/webstore/detail/turn-off-the-lights/bfbmjimiodbnnpllbfbfblcplfjjejd	Allows you to blur/darken the content and focus only on video	Great to help someone focus their attention

Feature/Name/Link	What it does	Notes
Read and Write for Google Chrome extension https://chrome.google.com/webstore/detail/read-write-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphqd	Reads text to you. You can also record yourself reading.	Free features are basic but still good. Teachers can get free premium - info on how in description of the extension.
Color enhancer Chrome extension https://chrome.google.com/webstore/detail/color-enhancer/ipkjmjaledkapilfdiqkqfmpekpfnkjh	Allows you to change sharpness/shade of colours on page	
Google Dictionary Chrome extension https://chrome.google.com/webstore/detail/google-dictionary-by-google/mgijmajocqfcbbeboacabfgobmjgicjja	See the definition of a word you are not sure off	Set to double click
Voice typing in Google Docs Find it 'Tools' when you go to work on the document	You can dictate and the system will type for you.	

Suggested Online Resources

www.learninghub.ca: Learners can register at this site while working in a classroom. The Learning Hub offers live as well as independent classes.

Some courses offered include: Using Email in the Workplace, Conquer Your Fear of Technology, Social Media and Your Job Search, Basic Computer Functions, Creating a Digital Portfolio, and Examining My Online Identity and Digital Footprint.

<https://edu.gcfglobal.org/en/subjects/tech/>: Free website contains videos on numerous subjects including: Internet, applications, tablets, smartphones, Mac OS basics, and computer fundamentals.

www.goodlearninganywhere.com: Offers 90-day online courses ideal for an OALCF level 2 or 3 learner, courses include: Computer



Programming, Computer Use Essential Skills and Principles of Information Technology. Also available, shorter, three class units on Essential Skills for

Using Mobile Devices.

<http://taskbasedactivitiesforlbs.ca/>

Search the word computer to find many great digital tasks and assessments.

Public Library Association website www.digitallearn.org/courses/

Suggested Text Resources

Essential Skills for Digital Use Series, created by the TR Leger School, Skills Training and Employment Preparation Program

Series includes: Essential Skills for Internet Use, Essential Skills for Word Processing, Essential Skills for Spreadsheets, and Essential Skills for Presentations

Trlegerstep.ca

Welcome to Computer Basics by Labyrinth Learning

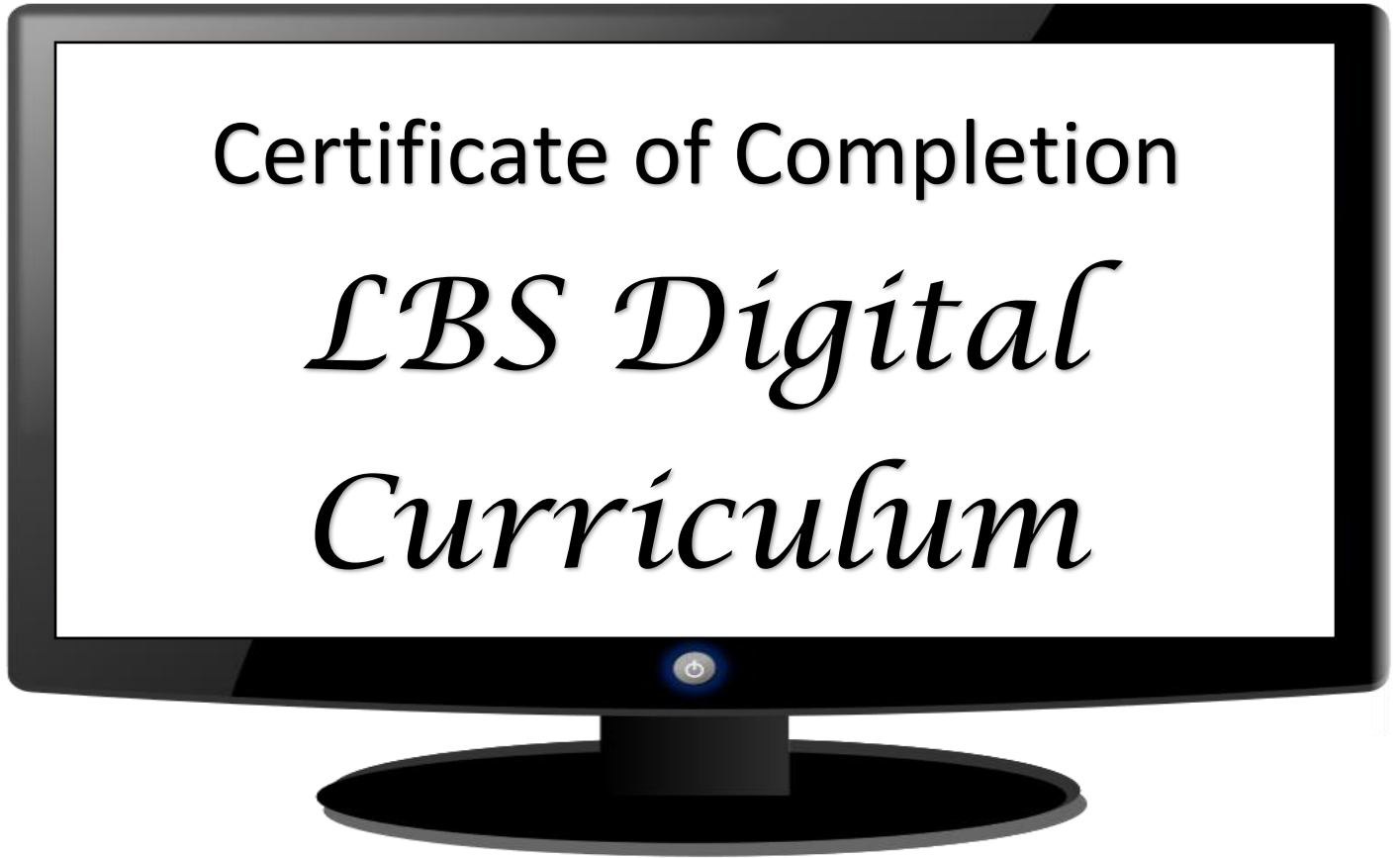
Master Vocabulary List

Vocabulary introduced in the manual

Account	Gmail	Ribbon
Address	Headings	Screen
Address bar	Highlight	Scroll
Ads	History	Search engine
Apps	Home	Select
Arrows	Home	Send
Backspace	Home page	Settings
Bookmark	Icon	Share
Browser	Internet	Shift
Button	Internet	Shortcut
Chevron	Key	Slide
Comment	Keyboard	Smartphone
Compose	Like	Space
Contact	Link	Status
CPU	Login	Swipe
Create	Mobile Device	Tab
Data	Monitor	Tablet
Delete	Mouse	Template
Desktop	Online	Texting
Document	Operating system	Theme
Drop-down	Options	Titles
Email	Password	Tools
End	Post	USB
Enter	Printer	Username
Folder	Privacy	Wall
Font	Profile	Web-based
Forward	Program	WIFI
Friend	Reply	Zoom

Certificate of Completion

LBS Digital Curriculum



Awarded to _____

On this _____th day of _____, _____

For successful completion of CESBA's LBS Digital Curriculum, including:

- Desktop and Internet Fundamentals
- Email and Social Media
- Digital pictures
- Tablet and Smartphone Basics
- Word-processing Techniques
- Document Use and Reading for Information



Signed: _____

POSITION: _____