



# A Foundational Digital Literacy ESL Curriculum



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## Acknowledgements

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# INTRODUCTION

## DART CURRICULUM BASICS

The *Digital Access and Resilience in Texas (DART)* curriculum integrates beginning English language learning with foundational digital skills. The curriculum is intended to supplement existing English language instruction in lower-level adult English as a Second Language (ESL) classes. DART is an adaptation of the A-OK To Access curriculum developed for Tyson by the same authors.

### *Foundational English Language and Digital Literacy Skills*

The *DART* curriculum provides the foundation that lower-level English language learners need to recognize and type the wide variety of characters required for most online passwords. The curriculum focuses on teaching students the skills necessary to accomplish eight major "milestones" on the way to successfully creating and logging in and out of an online account. Each of the curriculum milestones has associated prerequisite digital literacy and English language knowledge and skills that are summarized in Appendix A.

#### **Foundational Digital Literacy Skills Included in the DART Curriculum**

- Recognizing and typing the names of uppercase and lowercase letters, numbers, and common symbols on a computer and smartphone keyboard.
- Turning on and shutting down a computer and putting it into and waking it up from sleep mode.
- Checking for/connecting to a wireless network and logging in and out of a computer.
- Opening and closing an app from the desktop, taskbar, and the taskbar search bar.
- Minimizing, maximizing, restoring down, moving, and resizing app windows.
- Typing in a website address into a browser website address bar, using the scroll bar, and clicking on hyperlinked text and images.
- Practicing basic digital security by avoiding web page advertisements.
- Performing a simple Internet search, clicking on a result, and returning to the search results using the browser back arrow.
- Creating a compliant username and complex password that is easy to remember for a Gmail account.
- Logging in and out of a Gmail account using a compliant username and complex password.
- Identifying and avoiding opening links in suspect emails and text messages.
- Identifying basic troubleshooting techniques.

#### **Foundational Digital Literacy Skills NOT included in the DART Curriculum**

While *DART* focuses on foundational digital skills, the authors chose to focus on areas that were not adequately available in popular curricula at lower literacy levels. Therefore, teachers are strongly encouraged to incorporate other digital literacy skills as appropriate both during the *DART* curriculum implementation and especially after its completion. For example:

- Although students set up a new Gmail account and practice logging in and out of the account, how to use Gmail to receive and send messages is not in the scope of *DART*.
- Safely setting up and using social media accounts is also not included in the *DART* curriculum.

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To integrate additional skills into the DART curriculum or continue digital literacy instruction after the completion of DART, see Appendix H (Resources for Digital Literacy) for links to free, high-quality video tutorials and curricula.

### *Curriculum Development and Access*

Tyson Foods spearheaded the development of the *DART* curriculum through a training initiative by the same name that addressed the need for Tyson team members to access most training, communication, and human resources services online. Tyson recognized that many of their team members had little or no educational background and little or no experience creating usernames and passwords to sign into Tyson's employee portal. This initiative included the development and pilot of a foundational ESL digital literacy curriculum titled *A-OK To Access* after Tyson's OKTA employee portal.

Through a generous agreement with Tyson and their desire to assist all adult learners rather than only Tyson team members, curriculum authors were able to retain rights to adapt the *A-OK To Access* curriculum for a broader audience. The authors chose to copyright the *DART* curricula under the creative commons *Attribution-Non-Commercial-Share Alike CC BY-NC-SA*. This gives others permission to modify the curriculum with credit given to the authors for non-commercial use. For additional information on the curriculum's copyright, please read the [license deed](#) and the [legal code](#).

In Texas, teachers at Adult Education and Family Literacy funded (AEFLA) programs must attend state-approved professional development prior to using the *DART* curriculum. Although it is recommended that programs seek professional development for their *DART* instructors prior to implementing the curriculum, instructors who are not associated with a Texas AEFLA program may use this curriculum without attending any professional development.

For access to the digital version of the curriculum and ancillary materials, please see the contact information included in Appendix I.

### **Differences Between the *DART* and *A-OK To Access* Curriculum**

The authors of Tyson's *A-OK To Access* curriculum developed the *DART* curriculum as an adaptation for non-Tyson English language learners. The overall goal for the development of the *A-OK To Access* curriculum was to have employees independently log into and out of Tyson's OKTA employee portal. This involved the following Tyson-specific skills:

- locating personnel numbers on employee badges or paystubs
- creating a Tyson username based on the personnel number
- creating a Tyson-compliant password
- calling the Tyson IT help desk to get a temporary password
- signing in to OKTA with the temporary password
- changing the temporary password to the employee-developed password
- signing out of OKTA

The computer equipment for all classes that implement the *A-OK to Access* curriculum is standardized. Students only use touchscreen Surface Go tablets with Windows 10, and all tablets require the same student username and password. Students may not make any changes to the desktop icons or to the browser, meaning that they cannot create individual browser profiles or create bookmarks.

In rewriting the curriculum for a broader audience, the authors recognize that programs will vary greatly in the type of computer devices used as well as in the types of user sign-ins and permissions. Instructors may need to adjust handouts or lesson instructions to match the specific devices and equipment protocols used at their local programs.



### *How DART is Different*

"Computer literacy" classes are often Microsoft Office classes or classes focused on navigating platforms on the Internet. English language learners need intermediate-level English skills to be admitted to or benefit from these because the curriculum assumes that learners have the English skills needed to create and perform a login process. Consequently, learners with lower levels of English literacy usually need to spend a significant amount of time developing foundational English skills in stand-alone ESL classes before ever engaging with computers.

*DART* is perhaps unparalleled in that it is designed to accommodate the foundational digital skills needed for English language learners at lower educational functional levels to develop a username, create and change a password, and practice standard login security. The curriculum supports learners at National Reporting System ESL levels 1-3 by teaching the fundamentals of usernames and passwords—the alphabet, numbers, and symbols in the context of a computer keyboard—before applying these skills in the context of a login process. The curriculum begins using computer keyboard images to practice typing lowercase and uppercase letters, numbers, and symbols on smartphone and PC keyboards.

*DART* was not developed as a stand-alone ESL or stand-alone digital literacy curriculum to be used in isolation. Rather, it was developed to fill an identified gap in digital literacy materials to use with lower-level English language learners. Although teachers may pace the curriculum according to their student's interests and abilities and external time constraints, the authors envision a gradual incorporation of the *DART* lesson into ongoing English language instruction.

Another way that *DART* is different is its use of the smartphone as a starting point for keyboarding skills before they transfer those skills to the computer. Students are also asked to compare and contrast elements of a Chrome window on the computer and their smartphone because so many use a smartphone as their only connected device. The most important use of a student's smartphone in the curriculum is that it is essential for the creation of almost all free email accounts. This is due to increased security measures from email providers, which require 2-factor verification, meaning that the student must enter a code that is texted to their phone in order to proceed with their email account creation. Students without a smartphone will still benefit from *DART* instruction; however, they will not be able to obtain an email account.

### *Student Audience*

*DART* was designed for immigrants and refugees who are English language learners, including those with no/low English literacy or familiarity with the Latin alphabet. However, many lessons can be adapted for more advanced English language learners (ELLs) and native English speakers.

Beginning English language learners face the most challenge developing usernames and passwords as well as logging into systems due to familiarity with the English alphabet and reading. However, advanced ELLs and native-English speakers may also struggle to create and log into online accounts due to unfamiliarity with using computers. They may also be unfamiliar with typical login conventions, such as following requirements for usernames and passwords.

Lessons 1 and 3 focus solely on English alphabet skills and may be skipped if students have already mastered the English alphabet. Lessons 2, 4, 5, and 6 combine English vocabulary (numbers and symbols) with keyboarding practice. Instructors with English-speaking students can simply skip activities that teach the vocabulary and move directly into keyboarding practice. Instructors with English-speaking students will be able to move much more quickly through the curriculum but will find that even native-English speakers may not be familiar with all of the technical vocabulary and digital literacy tasks necessary for creating a username and password and logging in and out of an online account.

### *Standards Alignment*

The authors have aligned each *DART* Lesson to four sets of standards. Links to these standards are included in Appendix H: Resources for Digital Literacy.

- US Department of Education: English Language Proficiency Standards
- CASAS Basic Skills Content Standards for Reading, Writing, Listening, and Speaking
- Seattle Digital Equity Initiative Digital Skills Framework
- Northstar Digital Literacy Standards for Essential Computer Skills: Basic Computer Skills

### *Instructional Hours*

Due to the wide variability in learner skills and instructor's choices to differentiate and augment activities, it is difficult to determine how long any particular lesson will take. For example, Lessons 1, 3, 5, and 6 focus on the lowercase alphabet, uppercase alphabet, numbers and special keys, and symbols, respectively. For a class of advanced students, instructors might cover Lessons 1 through 6 in about six hours spread over 2 weeks.

Contrast the above classes to a class of recent Afghan refugees with limited English oral skills and alphabet knowledge. The curriculum recommends introducing only seven letters of the alphabet per class session, so the teacher might spend an hour of four separate class sessions introducing and practicing the English alphabet before moving on to Lesson 2. Lesson 3: Uppercase Alphabet Introduction most likely needs to be repeated at least four times as well. Lesson 5 (numbers and special keys) would most likely need to be repeated 2 to 3 times, and Lesson 6 (symbols) may need to be repeated 3 to 4 times. Lessons 2 and 4, which involve locating characters on a paper keyboard, would likely need to be repeated as well. This group of students would need between 15 and 20 hours of instruction spread over 8 to 10 weeks to master content in Lessons 1 through 6.

Below are estimated instructional time ranges to complete the *DART* curriculum for various types of student audiences.

Student Audience	Instructional Hours
Advanced ELLs (NRS 5 and 6)	20-30
Intermediate ELLs. (NRS 3 and 4). Some lessons will need to be repeated.	25-35
Beginning ELLs (NRS 0-2) who can read and write in a language that uses the Roman alphabet but who have no familiarity with the English alphabet. Several lessons may need to be repeated, especially those that require the English alphabet, numbers, and symbols.	30-40
Beginners (NRS 0-2) who can read and write in a language that uses a non-Roman alphabet but who have no familiarity with the English alphabet. Most lessons will need to be repeated.	35-45
Beginners (NRS 0) who cannot read or write in their own language or in English. These students will need almost all lessons to be repeated and will do best by working one-on-one with a tutor. It is suggested to teach these students orally in their native language as much as possible because with no background in literacy, it is difficult for them to learn to read and write in any language, much less in one they do not speak.	50+

## THE DART LESSONS

The DART curriculum contains 20 lessons that cover the topics students need to access on an online site on a computer, to create a compliant username and password for that site, and to log into and out of that website. The table below lists the lesson titles. For a list of lesson titles and student learning objectives, see Appendix C.

1. Lowercase Alphabet Introduction	11. Using the Windows Desktop
2. Lowercase Alphabet on the Keyboard	12. Connecting to the Internet
3. Uppercase Alphabet Introduction	13. Using Google Chrome
4. Uppercase Alphabet on the Keyboard	14. Understanding Online Accounts
5. Numbers and Special Keys	15. Creating Strong Passwords
6. Symbols on the Keyboard	16. Creating a Gmail Account
7. Introduction to Security	17. Staying Safe in a Digital World
8. Strong and Weak Passwords	18. Searching the Internet
9. Parts of the Computer	19. Troubleshooting Basics
10. Signing in and out of the Computer	20. Digital Skills Review

### *Lessons At-A-Glance*

To aid instructors in planning, we have created an At-A-Glance document. For each lesson, we listed the equipment and technology recommended for effective curriculum delivery, materials to print prior to instruction, and materials, supplies, and digital links used during the lesson (Appendix B). The *Lesson At-A Glance* also includes links to digital resources referenced in each lesson's Differentiation Resources section.

### *The 5E Lesson Plan*

The 5E Model was developed by the Biological Sciences Curriculum Study (BSCS) as an inquiry-based lesson plan guide for teachers. However, this model has gained a strong following from instructors in all content areas.

Below is a very brief explanation of each phase in the lesson plan model:

- **Engagement:** The teacher engages students in questions or activities to gauge prior knowledge. The engagement is a warm-up activity that reviews prior learning and connects to new content that will be introduced.
- **Exploration:** The exploration activity can take the form of questioning that leads students through an exploration of the topic to be learned, or it can be a hands-on activity that encourages students to learn through their experience.
- **Explanation:** The explanation phase is the presentation of the lesson.
- **Elaboration:** In the elaboration phase, students take what they have learned and either extend the concept and skills or apply them to various situations.
- **Evaluation:** The evaluation phase is where the student will demonstrate mastery of concepts or skills.

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### *Lesson Structure*

Lessons are based on the 5E Lesson Plan and take on the following format:

1. Lesson Introduction
  - Lesson Overview
  - Lesson Objectives
  - Equipment and Technology
  - Supplies and Materials
  - Handouts
  - Online Resources
  - Standards
  - Instructional Tips
  - Key Vocabulary
2. Lesson
  - Engagement
  - Exploration
  - Explanation
  - Elaboration
  - Evaluation
3. Differentiation Resources to Meet Diverse Learner Needs

### *Lesson Highlights*

#### **Instructional Tips**

introduction for each lesson provides instructional tips for the teacher. Two of these instructional tips appear throughout all or most of the curriculum: *Vocabulary Instruction* and *Keyboarding Practice*.

- ***Vocabulary Instructional Tips***  
Each lesson includes an instructional tip for vocabulary instruction that references Appendices F, which provides teachers with strategies to teach and assess vocabulary growth
- ***Keyboarding Instructional Tips***  
Teachers need to incorporate keyboarding practice throughout the curriculum. Lessons 2 through 19 include a suggested keyboard practice activity. In earlier lessons, students practice keyboarding on their phones rather than on the computer because computers are not yet introduced. Students can send messages to themselves, but if an instructor prefers to check the accuracy of students' keyboarding practice, there are options such as a free Google Voice account or Remind that teachers can use to receive text messages without using their personal cell phones. Appendix E also provides several ideas for keyboarding practice that teachers can select from or use for inspiration.

#### **Differentiation Resources to Meet Diverse Learner Needs**

We realize that most classrooms have learners with a wide range of English language and literacy skills and also very in their prior experience using digital devices. In the same class, we may find students who never learned to read and write in their native language next to students who did attend formal education in their own countries, sometimes even through college. We may find students whose native

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language uses a totally different character set than English next to students whose writing system, like English, is based on the Roman alphabet. We may find students with advanced digital literacy skills but limited English language skills or students with higher-level language skills who have never touched a computer.

In order to effectively address the learning needs of such a diverse group of learners, the authors have included a section at the end of each lesson titled ***Differentiation Resources to Meet Diverse Learner Needs***. This section presents ideas and/or resources to reinforce, modify, or extend learning for individual students or to provide differentiated content for small group work in the classroom.

**Skillblox** is an exciting resource recently introduced to adult educators that allows instructors to create playlists of curated online resources on digital literacy topics. Customized Skillblox playlists for several Dart lessons are located in the lesson's ***Differentiated Resources*** section. Instructors can use the Skillblox tutorials to reinforce or extend DART curriculum content for the whole class or assign them to advanced students for independent practice. See Appendix G for a list of Skillblox playlists and their access codes.

### Multi-Media Materials

PowerPoint presentations that cover special keys, symbols, Introduction to security, and networks were developed for instructor use. These are included with the curriculum download that is available from the facilitator at any Teaching with DART workshop. (See the last section of this Introduction for information on accessing the DART curriculum and materials.)

The DART YouTube channel set up through Tyson Foods houses videos referenced in several of the DART lessons. These videos are hyperlinked within each lesson. Many of the videos were created from narrated PowerPoint presentations which are included in the curriculum. See Appendix F for a list of YouTube playlists created for this curriculum.

## USING DART WITH NORTHSTAR DIGITAL LITERACY

Many adult basic education and literacy programs use the Northstar Digital Literacy curriculum with their students. Northstar's curriculum is designed to support English language learners at an NRS intermediate level. This is equivalent to a 4th-grade reading level, which assumes that learners know the alphabet and can read in English. The Northstar curriculum is comprehensive in nature and covers a wide variety of digital literacy topics.

In contrast, the DART curriculum does not assume that students necessarily have English reading skills or even have the ability to read and write the English alphabet. It was designed to teach the English literacy skills needed to manage the complex literacy tasks of developing a login and successfully and securely logging into an online system. DART first focuses on the foundational English literacy skills and keyboard skills necessary to create usernames and logins. Accordingly, the first half of the DART curriculum teaches students to recognize and type lower and uppercase letters, numbers, and symbols on smartphone and computer keyboards.

We believe that the DART curriculum can serve to complement the Northstar Digital Literacy curriculum by providing beginning English literacy learners the opportunity to develop foundational English literacy and digital literacy skills before they begin working on lessons in the Northstar Basic Computer Skills Module. Below is a suggested integration:

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- Complete DART Lessons 1-8.
- Integrate DART Lessons 9-11 with Northstar's *Basic Computer Skills*.
- Integrate DART Lessons 12-15, 17, and 18 with *Northstar's Internet Skills*.
- Use DART Lesson 16 as a preface to Northstar's *Using Email* module.
- Integrate DART Lesson 19 with Northstar's *Basic Computer Skills*, *Windows*, or *Internet Skills* modules.

## MEETING AEFLA MEASURABLE SKILLS GAINS WITH DART

If the DART curriculum is integrated into the larger context of a traditional AEFLA ESL class as designed, students' oral and written literacy skill gains should not be much different than if they had not been instructed with the DART curriculum. During the curriculum pilots of the original Tyson A-OK To Access curriculum, all students participated in workplace literacy ESL classes. The federal adult education system allows students in workplace literacy and integrated education and technology classes to report measurable skills gains (MSG) via academic gains on approved standardized tests (MSG Type 3) or by using an employer-developed assessment (MSG Type 4). Using Type 4 MSGs reduces the need to pre- and post-test with approved standardized assessments and allows the adult education program to track goals based on performance-based goals that the employer desires students to meet.

One *DART* pilot site in Texas used a Tyson-developed instrument to assess learners' progress toward milestones. When using this instrument as a student assessment tool, the program reported that every student who attended at least 12 hours of instruction had a Measurable Skills Gains Type 4: Progress towards Milestones.

Not all states use MSG Type 4 to document student progress. In states that do, the authors recommend that programs work with the employer to develop a similar assessment tool to assess learners' progress towards milestones and report MSG Type 4 for these learners. A template developed by Tyson lists 24 unique competencies that learners accomplish as they work toward the goal of independently logging into Tyson's employee portal. Please request the template from [anson.green@tyson.com](mailto:anson.green@tyson.com). A screenshot of the template appears below.

<b>Tyson Digital Literacy Class-1301</b>		<b>Date</b>		7/31/22		<b>Contact Hours for Reporting Period</b>	
<b>Participant</b>	Luz Tuboda	<b>Report # for Program Year</b>				<b>Provider</b>	Dimebox AEL
<b>Participant ID (Tyson Personnel #)</b>	54321	<b>Attestation</b> (By typing my name in the blank I attest that the information in this report is accurate.)		Anson Green		<b>Contact Email</b>	anson.green@tyson.com
<b>SKILLS TO BE LEARNED</b> (Skills may be learned concurrently. Document all skills earned.)	<b>INSTRUCTIONAL DELIVERY</b>	<b>PROGRESS EVALUATION METHOD</b>	<b>BASELINE SKILL</b> (The student lacks this skill prior to assesment.)	<b>MILESTONE PROGRESS STATUS</b>	<b>Notes</b>		
SELECT COMPETENCY ▾	SELECT DELIVERY TYPE ▾	SELECT ASSESSMENT TYPE ▾	No ▾	SELECT GAIN STATUS ▾			
SELECT COMPETENCY ▾	SELECT DELIVERY TYPE ▾	SELECT ASSESSMENT TYPE ▾	No ▾	SELECT GAIN STATUS ▾			
SELECT COMPETENCY ▾	SELECT DELIVERY TYPE ▾	SELECT ASSESSMENT TYPE ▾	No ▾	SELECT GAIN STATUS ▾			
SELECT COMPETENCY ▾	SELECT DELIVERY TYPE ▾	SELECT ASSESSMENT TYPE ▾		SELECT GAIN STATUS ▾			
SELECT COMPETENCY ▾	SELECT DELIVERY TYPE ▾	SELECT ASSESSMENT TYPE ▾		SELECT GAIN STATUS ▾			

### RECOMMENDED CHARACTERISTICS FOR DART INSTRUCTORS

During the curriculum pilots, programs sometimes found it difficult to find teachers who had the skills to teach the DART curriculum. At times teachers may have had the computer skills but were uncomfortable with smartphone use. Other times, teachers had basic computer skills but were hesitant to teach digital literacy skills for the first time. Teachers should have basic computer and smartphone skills to effectively teach the DART curriculum. Teachers should also have some experience working with adult second language learners.

#### **Experience Teaching Adult English Language Learners**

Although *DART* can be adapted to teach classes with adult native English speakers, it is designed for adults with limited English language skills. Therefore, the authors recommend that the *DART* curriculum is taught by an instructor who has prior experience working with adult English language learners.

#### **Experience Teaching Adults Basic Computer Skills**

The *DART* curriculum focuses only on basic computer skills. Instructors do not need to be expert computer users. However, we recommend that they have some prior experience teaching basic computer skills to adult learners.

#### **Comfort Using Smart Phones**

Our experience with Tyson team members shows us that they are more familiar with the keyboard on the phone than they are with computer keyboards. Although students may use some features and apps on the phone, such as texting, listening to music, or watching YouTube videos of interest, they usually do not know how to install apps on their smartphones, and many do not use the Internet to search for information.

Although the *DART* curriculum does not require students to install apps on their phones, several resources for differentiation give links to digital resources that students can access easily if the teacher can text them the link. There are a few differentiation resources that require students to download apps. Teachers should be comfortable downloading apps on their own smartphones so that they can assist students. Teachers should also be able to use Google Chrome on their smartphones to search for Internet information and to navigate within and between web pages.

#### **Willingness to Problem Solve and Reach Out for Assistance**

The technology skills needed to teach the *DART* curriculum are no more than a teacher in most educational settings uses daily: connect a laptop to an LCD projector and to an Internet connection, open the *DART* curriculum to click on links to online videos, games, and other resources, and open a browser and type in a short web page address. However, technology never seems to perform perfectly.

Teachers need to be able to problem-solve. Try following the instructions in the *DART* Handout 14.2 Basic Steps for Troubleshooting and have students get involved in the process. If there is not a simple fix, it is imperative that teachers reach out to the appropriate staff in their program so that technical issues can be solved.





# APPENDICES

Appendix A—Curriculum Milestones

Appendix B—Lessons At-A-Glance

Appendix C—Learning Objectives

Appendix D—Vocabulary Instruction

Appendix E—Keyboarding Practice

Appendix F—YouTube Playlists

Appendix G—Skillblox Playlists

Appendix H—Digital Literacy Resources



## Appendix A—Curriculum Milestones

Milestones	Prerequisite Foundational Skills	
	Technology Skills	English Language Skills
1. Use a keyboard to type a series of uppercase and lowercase letters, numbers, and symbols up to 11 digits long	<ul style="list-style-type: none"> <li>• Use a smartphone and a computer keyboard to type lowercase and uppercase letters, numbers, and symbols</li> <li>• Use the shift key to create capital letters and symbols</li> <li>• Use the backspace key to correct typing errors</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize letters of the alphabet, the numbers 0 through 9, and common symbols in oral and written format</li> <li>• Understand related technical vocabulary</li> </ul>
2. Log onto and off of a computer	<ul style="list-style-type: none"> <li>• Set up and turn on the computer, laptop, or tablet.</li> <li>• Enter a password to log in</li> <li>• Use Ctrl-Alt-Del to log off.</li> <li>• Turn off and store the computer, laptop, or tablet.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize letters of the alphabet, the numbers 0 through 9, and common symbols in oral and written format</li> <li>• Understand related technical vocabulary</li> </ul>
3. Use Windows desktop to open an app, manipulate and navigate the app window, and close the app.	<ul style="list-style-type: none"> <li>• Identify and double-click on desktop, taskbar, and start menu app shortcuts to open them</li> <li>• Use the scroll bar to move up and down in app window</li> <li>• Minimize, maximize, restore down, move, and close app windows</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize letters of the alphabet in oral and written format.</li> <li>• Understand related technical vocabulary</li> </ul>
4. Access and navigate a website using a computer Internet browser	<ul style="list-style-type: none"> <li>• Check for an Internet (Wi-Fi) connection and connect to the Wi-Fi if necessary</li> <li>• Open an Internet browser, type a web address in the address bar, and press the enter key on the keyboard to navigate to the site.</li> <li>• Use the back and forward arrows, the scroll bar, and linked text and images to navigate the website.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize letters of the alphabet and common symbols in oral and written format.</li> <li>• Understand related technical vocabulary</li> </ul>

## Appendix A: Curriculum Milestones

5. Create a Gmail account with a unique, compliant username and a strong yet memorable password, log into the account, and log out of the account.	<ul style="list-style-type: none"> <li>• Enter information into online forms (Gmail.com)</li> <li>• Enter a username and password to enter an online account (Gmail.com)</li> <li>• Explore screen elements to locate the website logout link</li> <li>• Log out of a Gmail account</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and follow username and password rules based on the number of characters needed and the types of characters needed</li> <li>• Understand related technical vocabulary</li> <li>• Read and understand screen instructions</li> </ul>
6. Perform an Internet search, evaluate links for safety, and open and read search results.	<ul style="list-style-type: none"> <li>• Open a browser and use the address bar to enter a search term</li> <li>• Evaluate the search results, open and read a search result, return to the search, and open a second search result</li> <li>• Identify types of websites by their domains (e.g., .gov, .edu, and .org) and identify secure websites by the https protocol.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize numbers 0 through 9 and count the number of characters in a personnel number (up to 8 digits)</li> <li>• Understand task-related vocabulary</li> </ul>
7. Identify digital scams in the form of email and text messages and web page pop-up windows and advertisements.	<ul style="list-style-type: none"> <li>• Close the browser window using the x in the top right corner.</li> <li>• Shut down and restart a computer if a pop-up window is a scam.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand task-related vocabulary</li> <li>• Read and understand email and text messages, web page pop-up window messages, and online advertisements.</li> </ul>

## Appendix B: Lessons At-A-Glance

**Note:** An Internet-and audio-enabled Instructor computer, projector, screen, and a whiteboard or easel with chart paper and markers are required for most instructional activities.

LESSON 1— LOWERCASE ALPHABET INTRODUCTION	
Supplies and Materials to Print	Links to Digital Resources
<b>Student Handouts</b> <ul style="list-style-type: none"> <li>Handout 1: Small Lowercase Alphabet Flashcards (in sets)</li> </ul> <b>Teacher Materials</b> <ul style="list-style-type: none"> <li>Teacher Materials 1.1: Large Lowercase Alphabet Flashcards</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Handout 2: Alphabet Tracing Lowercase 1</li> <li>Handout 3: Alphabet Tracing Lowercase 2</li> <li>Teacher Materials 1.2: Lowercase Letter Bingo Cards</li> <li>Paperclips or beans to use as bingo markers</li> <li>Alphabet blocks, magnetic letters, or tiles (<i>from a game such as Scrabble</i>)</li> </ul>	<b>Optional</b> <ul style="list-style-type: none"> <li>Read and Listen to the Letters of the Alphabet <a href="https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-vocabulary.html">https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-vocabulary.html</a></li> <li>Listen To and Write Uppercase Letters 1 <a href="https://agendaweb.org/exercises/grammar/alphabet/alphabet-listen-write">https://agendaweb.org/exercises/grammar/alphabet/alphabet-listen-write</a></li> <li>Listen To and Write Lowercase Letters 2 <a href="https://agendaweb.org/exercises/grammar/alphabet/listen-write-2">https://agendaweb.org/exercises/grammar/alphabet/listen-write-2</a></li> <li>Listen To and Find Lowercase Vowels <a href="https://agendaweb.org/exercises/grammar/alphabet/vowels-listen-find">https://agendaweb.org/exercises/grammar/alphabet/vowels-listen-find</a></li> <li>Sequence the Lowercase Alphabet <a href="https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/english-alphabet-sequence-lower-case-letters.html">https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/english-alphabet-sequence-lower-case-letters.html</a></li> </ul>
LESSON 2 LOWERCASE ALPHABET INTRODUCTION	
Supplies and Materials to Print	Links to Digital Resources
<b>Recommended:</b> A document camera <b>Student Handouts</b> <ul style="list-style-type: none"> <li>Handout 1: Mobile Phone Keyboard Image</li> <li>Small Lowercase Alphabet Flashcards (<i>printed for Lesson 1</i>)</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

## Appendix B: Lessons-At-A-Glance

LESSON 3 UPPERCASE ALPHABET INTRODUCTION	
Supplies and Materials to Print	Links to Digital Resources
<p>Student and Teacher Lowercase Alphabet Flashcards</p> <ul style="list-style-type: none"> <li>(printed for Lesson 1)</li> </ul> <p><b>Student Handouts</b></p> <ul style="list-style-type: none"> <li>Handout 1: The Lowercase and Uppercase Alphabet</li> <li>Handout 2: Small Uppercase Alphabet Flashcards (in sets)</li> <li>Handout 3: Let's Talk Worksheet</li> <li>Handout 4: Capitalize or Not Worksheet</li> <li>Teacher Materials 3.1: Large Uppercase Alphabet Flashcards</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>Handout 5: Alphabet Tracing Uppercase 1</li> <li>Handout 6: Alphabet Tracing Uppercase 2</li> <li>Teacher Materials 3.2: Uppercase Letter Bingo Cards</li> </ul>	<p><b>Optional</b></p> <ul style="list-style-type: none"> <li>Bingo markers such as paperclips or beans</li> <li>(Optional) Text the links below to students so they can directly open websites to practice the alphabet:</li> <li>Read and Listen to the Letters of the Alphabet <a href="https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-vocabulary.html">https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-vocabulary.html</a></li> <li>Listen To and Write Lowercase Letters 2 <a href="https://agendaweb.org/exercises/grammar/alphabet/listen-write-2">https://agendaweb.org/exercises/grammar/alphabet/listen-write-2</a></li> <li>Listen To and Find Lowercase Vowels <a href="https://agendaweb.org/exercises/grammar/alphabet/vowels-listen-find">https://agendaweb.org/exercises/grammar/alphabet/vowels-listen-find</a></li> <li>Hands-On! A Collection of ESL Literacy Activities <a href="http://en.copian.ca/library/learning/handson/handson.pdf">http://en.copian.ca/library/learning/handson/handson.pdf</a></li> </ul>
LESSON 4 LOWERCASE ALPHABET INTRODUCTION	
Supplies and Materials to Print	Links to Digital Resources
<p><b>Recommended:</b> A document camera and an external keyboard for the instructor</p> <p><b>Optional:</b> Windows disconnected keyboards (1 per student)</p> <p><b>Student Handouts</b></p> <ul style="list-style-type: none"> <li>Handout 1: How to Make Capital Letters on the Phone</li> <li>Handout 2: Windows Keyboard Lowercase with Shift Key</li> <li>Handout 3: Capital Letter Keyboard Assessment</li> </ul>	<ul style="list-style-type: none"> <li>(Optional) Name Spell-Out Activity <a href="https://www.pumarosa.com/PUMAROSA_APP/spellout.html">https://www.pumarosa.com/PUMAROSA_APP/spellout.html</a></li> </ul>

## Appendix B: Lessons-At-A-Glance

LESSON 5 NUMBERS AND SPECIAL KEYS	
Supplies and Materials to Print	Links to Digital Resources
<p><b>Recommended:</b> A document camera and an external keyboard for the instructor</p> <p><b>Optional:</b> Windows disconnected keyboards (1 per student)</p> <p><b>Student Handouts</b></p> <ul style="list-style-type: none"> <li>Handout 1: Small Number Flashcards, Numbers Only, cut out</li> <li>Handout 2: Small Number Flashcards, Words Only, cut out</li> <li>Handout 3: Phone Number Practice</li> <li>Handout 4: Windows Keyboard Image</li> <li>Handout 5: Special Keys Flashcards</li> </ul> <p><b>Teacher Materials</b></p> <ul style="list-style-type: none"> <li>5.1: Large Numbers with Words Flashcards</li> <li>5.2: Large Number Flashcards, Numbers Only</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>Handout 6: More Special Keys Flashcards</li> <li>Teacher Materials 5.4 Number Bingo Cards</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Materials 5.3: Special Keys PowerPoint (<i>Download with DART curriculum</i>)</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li><a href="#">Special Keys Quizlet Live</a></li> <li>Say a number and have students send the number to you using one of the following: <ul style="list-style-type: none"> <li><a href="#">Whatsapp: https://www.whatsapp.com/</a></li> <li><a href="#">Mentimeter: https://www.mentimeter.com/</a></li> <li><a href="#">PollEverywhere: https://www.polleverywhere.com/</a></li> <li><a href="#">AnswerGarden: https://www.answergarden.ch/</a></li> </ul> </li> <li>Additional number flashcards <ul style="list-style-type: none"> <li><a href="https://www.eslflashcards.com">https://www.eslflashcards.com</a></li> </ul> </li> </ul>
LESSON 6 SYMBOLS ON THE KEYBOARD	
Supplies and Materials to Print	Links to Digital Resources
<p><b>Recommended:</b> A document camera and an external keyboard for the instructor</p> <p><b>Optional:</b> Windows disconnected keyboards (1 per student)</p> <p><b>Student Handouts</b></p> <ul style="list-style-type: none"> <li>Handout 1: Image of Keyboard</li> <li>(Optional) Handout 2: Symbols PowerPoint Notes</li> <li>Handout 3: Symbols Assessment Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Materials 6.1: Symbols PowerPoint Presentation (<i>Download with the DART curriculum</i>)</li> <li>Yellow highlighters, 1 per student</li> <li>Wordwall's Symbols and More Symbols <ul style="list-style-type: none"> <li><a href="https://wordwall.net/resource/33765388/symbols">https://wordwall.net/resource/33765388/symbols</a></li> <li><a href="https://wordwall.net/resource/51836799/more-symbols">https://wordwall.net/resource/51836799/more-symbols</a></li> </ul> </li> <li>Typtastic's Level 7: The Secret of Symbols <ul style="list-style-type: none"> <li><a href="https://typetastic.com/learn2.html">https://typetastic.com/learn2.html</a></li> </ul> </li> </ul>

## Appendix B: Lessons-At-A-Glance

LESSON 7 INTRODUCTION TO SECURITY	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>None for this lesson</li> </ul>	<ul style="list-style-type: none"> <li>YouTube Playlist: <a href="#">Introduction to Security</a></li> <li><a href="#">Skillblox</a> YouTube Video Playback Tips—Code 5EZ3TL</li> <li>(Optional) Wordwall's Symbols <a href="https://wordwall.net/resource/33765388/symbols">https://wordwall.net/resource/33765388/symbols</a></li> </ul>
LESSON 8 STRONG AND WEAK PASSWORDS	
Supplies and Materials to Print	Links to Digital Resources
<b>Student Handouts</b> <ul style="list-style-type: none"> <li>Handout 1: Clarifying Questions</li> <li>Handout 2: Password Role Play</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">YouTube Playlist: Strong and Weak Passwords</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Wordwall's Symbols <a href="https://wordwall.net/resource/33765388/symbols">https://wordwall.net/resource/33765388/symbols</a></li> <li>(Optional) <a href="#">Skillblox</a> Creating Strong Passwords—Code 763Z9I</li> </ul>
LESSON 9 — PARTS OF THE COMPUTER	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>Student devices (Laptops, Desktop PCs, Chromebooks, iPads)</li> <li>(As needed) External Windows keyboards and mice (1 per student)</li> </ul> <b>Student Handouts</b> <ul style="list-style-type: none"> <li>Handout 1: Features of the Surface Go <i>(or teacher-made equivalent)</i></li> <li>Handout 2: Computer Do's and Don'ts</li> <li>Handout 3: Features of the Surface Go Quiz <i>(or teacher-made equivalent)</i></li> <li>Handout 4: Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>(Optional) <a href="#">Skillblox</a> Introduction to Computers—Code LFJ4NO</li> </ul>



## Appendix B: Lessons-At-A-Glance

LESSON 10 — SIGNING IN AND OUT OF THE COMPUTER	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>• Student devices (Laptops, Desktop PCs, Chromebooks, iPads)</li> <li>• (As needed) External Windows keyboards and mice</li> </ul> <b>Student Handouts</b> <ul style="list-style-type: none"> <li>• Handout 1: Mouse Pointers</li> <li>• Handout 2: Using Keyboard Shortcuts to Lock, Sign Out, and Shut Down</li> </ul>	<b>Optional</b> <ul style="list-style-type: none"> <li>• <a href="#">Skillbox</a> Understanding your Mouse or Touchpad—Code 9SN7N8</li> </ul>
LESSON 11 — USING THE WINDOWS DESKTOP	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>• Student devices (Laptops, Desktop PCs, Chromebooks, iPads)</li> <li>• (As needed) External Windows keyboards and mice</li> </ul> <b>Student Handouts</b> <ul style="list-style-type: none"> <li>• Handout 1: The Windows Desktop (<i>Teachers will need to create a similar handout for devices that do not use a Windows 10 desktop.</i>)</li> </ul>	<b>Optional</b> <ul style="list-style-type: none"> <li>• <a href="#">Skillbox</a> Understanding your Windows Desktop—Code 8786Z8</li> <li>• <a href="#">Skillbox</a> Using App Windows—Code <b>DTD2D7</b></li> <li>• GCFLearnFree <ul style="list-style-type: none"> <li>• Basic Computer Skills <a href="https://www.youtube.com/playlist?list=PL4316FC411AD077AA">https://www.youtube.com/playlist?list=PL4316FC411AD077AA</a></li> <li>• Windows Basics <a href="https://www.youtube.com/playlist?list=PLpQQipWcxwt-AMXTVUZLE9s-XsyUtlbw">https://www.youtube.com/playlist?list=PLpQQipWcxwt-AMXTVUZLE9s-XsyUtlbw</a></li> <li>• Tutorials in Spanish: <a href="https://edu.gcfglobal.org/es/topic">https://edu.gcfglobal.org/es/topic</a></li> <li>• Tutorials in Portuguese: <a href="https://edu.gcfglobal.org/pt/subjects/tecnologia">https://edu.gcfglobal.org/pt/subjects/tecnologia</a></li> </ul> </li> </ul>

## Appendix B: Lessons-At-A-Glance

LESSON 12 — CONNECTING TO THE INTERNET	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>Student devices (Laptops, Desktop PCs, Chromebooks, iPads, etc.)</li> <li>(As needed) External Windows keyboards and mice</li> </ul> <b>Student Handouts</b> <ul style="list-style-type: none"> <li>Handout 1: What is a Network? PowerPoint Notes</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Materials 12.1: What is a Network? PowerPoint Presentation (<i>Downloadable with the DART curriculum.</i>)</li> <li>(Optional) <a href="#">Skillbox</a> Connecting to Wi-Fi—Code <i>TLYJC1</i> (<i>includes What is the Internet, Connecting to Wi-Fi and Internet Safety Resources</i>)</li> </ul>
LESSON 13 — USING GOOGLE CHROME	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>Student devices (Laptops, Desktop PCs, Chromebooks, iPads, etc.)</li> <li>(As needed) External Windows keyboards and mice</li> </ul> <b>Student Handouts</b> <ul style="list-style-type: none"> <li>Handout 1: The Google Chrome Window</li> </ul>	<b>Optional</b> <ul style="list-style-type: none"> <li><a href="#">Skillbox</a> The Chrome Browser—Code JRUG73</li> </ul>
LESSON 14 — UNDERSTANDING LOGIN REQUIREMENTS	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>Student devices (Laptops, Desktop PCs, Chromebooks, iPads)</li> <li>(As needed) External Windows keyboards and mice</li> </ul> <b>Student Handouts</b> <ul style="list-style-type: none"> <li>Handout 1: Login Requirements Compare and Contrast</li> <li>Handout 2: Creating a Practice Account</li> <li>Handout 3: Signing In and Out of your Account</li> <li>Handout 4: Creating a New Password</li> </ul>	<ul style="list-style-type: none"> <li>Online Forms Practice (<a href="https://tinyurl.com/dartformshome">tinyurl.com/dartformshome</a>)</li> <li>YouTube Video: <a href="#">Understanding Login Requirements</a></li> <li>Bank Account Simulator (<a href="https://tinyurl.com/bank-simulator">https://tinyurl.com/bank-simulator</a>)</li> <li>(Optional) <a href="#">Skillbox</a> Creating Online Accounts—Code WEASA4</li> </ul>

## Appendix B: Lessons-At-A-Glance

LESSON 15 — CREATING STRONG PASSWORDS	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>• Student devices (Laptops, Desktop PCs, Chromebooks, iPads)</li> <li>• (As needed) External Windows keyboards and mice</li> <li>• A document camera is highly recommended</li> </ul> <p><b>Student Handouts</b></p> <ul style="list-style-type: none"> <li>• Handout 1: Requirements for a Strong Password</li> <li>• Handout 2: Five Steps to a Strong Password</li> <li>• Handout 3: Substituting Numbers and Symbols for Letters</li> <li>• Small index cards, card stock, or regular paper cut into small strips and can be folded and inserted into a wallet for safekeeping. Create at least one strip per student and a few extra in case students make mistakes and want a new blank paper slip.</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube Playlist: <a href="#">Creating Strong Passwords</a></li> </ul>
LESSON 16 — CREATING A GMAIL ACCOUNT	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>• Student devices (Laptops, Desktop PCs, Chromebooks, iPads)</li> <li>• (As needed) External Windows keyboards and mice</li> </ul> <p><b>Student Handouts</b></p> <ul style="list-style-type: none"> <li>• Handout 1: YouTube Video Transcript</li> <li>• Handout 2: Creating a Gmail Account</li> </ul>	<p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Cómo crear una cuenta en Gmail (How to create a Gmail account in Spanish:)  <a href="https://www.youtube.com/watch?v=ugqTR7Heiqg&amp;list=PLQVIjL9XTrQ20L4QuOjpwSUe1Vh78pEOM&amp;index=5">https://www.youtube.com/watch?v=ugqTR7Heiqg&amp;list=PLQVIjL9XTrQ20L4QuOjpwSUe1Vh78pEOM&amp;index=5</a></li> <li>• <a href="#">Skillblox</a> Usando Gmail (Using Gmail in Spanish)—Code RVPPAN</li> <li>• <a href="#">Skillblox</a> Using Gmail—Code LOFCLL</li> </ul>

## Appendix B: Lessons-At-A-Glance

LESSON 17 — STAYING SAFE IN A DIGITAL WORLD	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>• Student devices (Laptops, Desktop PCs, Chromebooks, iPads)</li> <li>• (As needed) External Windows keyboards and mice</li> </ul> <b>Teacher Materials</b> <ul style="list-style-type: none"> <li>• 17.1: Mary's Email Scam (<i>The teacher needs to send an email to herself/himself to demonstrate live in class</i>)</li> <li>• 17.3: Is It Safe or Is It a Scam? Slide Notes</li> </ul> <b>Student Handouts</b> <ul style="list-style-type: none"> <li>• Handout 1: Mary's Email Scam</li> <li>• Handout 2: Checking Links on your Phone</li> <li>• Handout 3: Digital Safety Basics</li> <li>• Handout 4: Is It Safe or Is It a Scam?</li> </ul>	<p>Teacher Materials 17.2: Is It Safe or Is It a Scam? PowerPoint (<i>Download with DART Curriculum</i>)</p> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Text Message Scams <a href="https://blog.textedly.com/spam-text-message-examples">https://blog.textedly.com/spam-text-message-examples</a></li> <li>• <a href="#">Skillbox</a> Staying Safe in a Digital World—Code YCFK6U</li> </ul>
LESSON 18 — SEARCHING THE INTERNET	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>• Student devices (Laptops, Desktop PCs, Chromebooks, iPads)</li> <li>• (As needed) External Windows keyboards and mice</li> </ul> <b>Student Handouts</b> <ul style="list-style-type: none"> <li>• Handout 1: Where Do These Words Come From?</li> <li>• Handout 2: How to Search the Internet</li> <li>• Handout 3: Choosing Search Terms</li> <li>• Handout 4: Choosing Search Results</li> <li>• Handout 5: Internet Search Project 1</li> <li>• (Optional) Handout 6: Internet Search Project 2</li> </ul>	<p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• GCFLearnFree's Digital Media Literacy Tutorials <ul style="list-style-type: none"> <li>• Lesson 1: <a href="#">Judging Online Information</a></li> <li>• Lesson 2: <a href="#">Practice Evaluating a Webpage</a></li> </ul> </li> </ul>

## Appendix B: Lessons-At-A-Glance

LESSON 19 — SEARCHING THE INTERNET	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>• Student devices (Laptops, Desktop PCs, Chromebooks, iPads)</li> <li>• (As needed) External Windows keyboards and mice</li> </ul> <b>Student Handouts</b> <ul style="list-style-type: none"> <li>• Handout 1: Computer Problem! Scenario Discussion</li> <li>• Handout 2: Basic Steps to Troubleshooting</li> <li>• Handout 3: GCF Global Troubleshooting Scavenger Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• GCF Global Basic Troubleshooting Techniques webpage: <a href="https://edu.gcfglobal.org/en/computerbasics/basic-troubleshooting-techniques/1/">https://edu.gcfglobal.org/en/computerbasics/basic-troubleshooting-techniques/1/</a></li> <li>• YouTube Playlist: <a href="#">Internet Pop-up Windows</a></li> </ul>
LESSON 20 — DIGITAL SKILLS REVIEW	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> <li>• Student devices (Laptops, Desktop PCs, Chromebooks, iPads)</li> <li>• (As needed) External Windows keyboards and mice</li> </ul> <b>Student Handouts</b> <ul style="list-style-type: none"> <li>• Handout 1: What I Learned about Computers</li> <li>• Handout 2: Digital Skills Review</li> <li>• Handout 3: Certificate of Completion</li> </ul>	<ul style="list-style-type: none"> <li>• Games to Practice English <a href="https://www.gamestolearnenglish.com">https://www.gamestolearnenglish.com</a></li> </ul>

## *Appendix B: Lessons At-A-Glance*

## *Appendix C: Learning Objectives*

### **Lesson 1**

- Students will identify and distinguish between lowercase letters.

### **Lesson 2**

- Students will locate the lowercase letters of the alphabet on a modified image of a phone keyboard.

### **Lesson 3**

- Students will identify and distinguish between uppercase letters.
- Students will identify and distinguish between lowercase and uppercase letters

### **Lesson 4**

- Students will locate the uppercase letters of the alphabet on an image of a mobile phone and Windows keyboard.
- Students will use the Shift key to type uppercase letters on a phone and Windows keyboard.

### **Lesson 5**

- Students will identify, speak, and write the numbers 0 – 9 as digits and words
- Students will orally exchange phone numbers and type a message on a phone keyboard using lowercase and uppercase letters, and numbers
- Students will identify and use common special keys (space bar, ENTER, BACKSPACE)

### **Lesson 6**

- Students will identify common symbols (. , / ? ! \$ # @ \*) and locate them on the keyboard.
- Students will describe the location of keys on the keyboard relative to each other using prepositions of
- place above, below, on, and next to.

### **Lesson 7**

- Students will differentiate between strong and weak passwords.

### **Lesson 8**

- Students will differentiate between strong and weak passwords.
- Students will dictate, transcribe, and type passwords consisting of uppercase and lowercase letters, numbers, and symbols

### **Lesson 9**

- Students will identify the parts of the computer and what they should and should not do with their computers.

### **Lesson 10**

- Students will turn on and wake up a computer and put a computer to sleep and shut it down
- Students will sign in to a computer using a username and a password
- Students will use the password eye symbol (if present) to check password characters
- Students will use keyboard shortcuts to lock, sign out of, and shut down a computer

### **Lesson 11**

- Students will identify key elements on the screen.
- Students will open a desktop app (WordPad) on their tablet.
- Students will open, restore down, minimize, maximize, and close an app window.

### **Lesson 12**

- Students will explain what the internet is and where we use it.
- Students will connect/disconnect their tablets to a wireless network.
- Students will sign into and out of their computers
- Students will use the “see password” icon to check their password.
- Students will distinguish between private and public Wi-Fi.

## *Appendix C: Learning Objectives*

### **Lesson 13**

- Students will review how to log on, log off, lock, sign out of, and shut down a computer.
- Students will review parts of the desktop and open an app on the desktop or taskbar or by searching for the app in the Windows search bar.
- Students will review how to minimize, maximize, restore, and close an app window.
- Students will check their Internet connection, open the Google Chrome browser, and identify parts of the browser window.
- Students will type in and open a web address using the web address bar of the Chrome window.
- Students will navigate the Internet using text links, image links, and the browser back and forward buttons.

### **Lesson 14**

- complete an online form.
- identify login requirements for usernames and passwords.
- create and log in to an online account.

### **Lesson 15**

- Students will identify requirements for strong passwords.
- Students will use two processes for creating a strong password that is easy to remember.
- Students will use safe practices for storing a password.

### **Lesson 16**

- Students will create a unique username and strong password for a Gmail account.
- Students will sign up for a Gmail account.
- Students will sign out and sign into a Gmail account.

### **Lesson 17**

- Students will identify scams in the form of email, text messages, and online pop-up windows and advertisements.
- Students will explain what they should and should not do once they identify a scam.

### **Lesson 18**

- Students will perform an Internet search on one or more topics by typing in one or more key words.
- Students will evaluate the search results to choose results that are not advertisements, have secure websites, and are most likely to have information on the topic.
- Students will identify government, educational, and non-profit websites with the domains .gov, .edu, and .org. open several search results, read them, and use them to answer questions about one or more topics.

### **Lesson 19**

- Students will turn online pop-up blockers on and off.
- Students will apply systematic troubleshooting to common computer problems.
- Students will get technical support when needed.

### **Lesson 20**

- Students will accurately write down dictated complex passwords consisting of uppercase and lowercase letters, numbers, and common symbols.
- Students will identify whether or not a text message and a pop-up window are safe or scams.
- Students will open Google Chrome (or other browser), navigate to Gmail.com, sign in, and sign out.
- Given a specific question to answer online, students will open Google Chrome (or other browser), enter a search term, and open one or more search results to answer the question.



## *Appendix D: Vocabulary Instruction*

### **Pre-Teaching Vocabulary**

Pre-teach words if they are essential concepts to understanding a text passage. For example, if you are going to be physically illustrating with actual objects or images as you teach a lesson, you do not necessarily need to pre-teach that vocabulary. Instead, you can teach the vocabulary during the lesson.

Ideas for pre-teaching vocabulary include acting the word out (either the action or the emotion), showing actual objects, images, or drawings on the board, or using direct translation to the student's native language. It is also helpful to connect new vocabulary to students' existing background knowledge. During pre-teaching, students should hear and practice pronouncing the word, and typically, students should also see the word in written form.

### **Teaching Vocabulary During a Lesson**

Even if you pre-teach vocabulary, you still need to teach the new vocabulary within the context of your lesson. To do this:

- Create a structured space where students keep their vocabulary lists for easy reference and study. Some teachers ask students to create flashcard sets using index cards.
- Ask students to write down the word and its meaning in their own words or drawings. The vocabulary list for the lesson can be provided prior to the lesson, or the teachers can have students create the vocabulary list as the words are introduced in the lesson.
- Point out the new vocabulary word when it appears in the context of your lesson. For more advanced students, ask them (1) if they can already recognize and use the word, (2) if they know what the word means but are not comfortable using it, or (3) if they aren't sure what the word means.
  - Ask students if they know the word in their native language. Often, one student will know the word in a language that other learners speak.
  - Although students may say that they know the word in their native language, it is still important to explain the word by acting it out, showing actual objects, images, or drawings on the board, providing synonyms the students are already familiar with, and/or defining the word in very simple language.
  - Point out word parts to students, such as if the word is a cognate, compound word, or has a root word that they will see in other forms of the word (such as login and logging in used as a noun or as a verb ).
  - Give examples of the word used in a sentence. Depending on the word, it may be appropriate to contrast its meaning with an antonym the student already knows.
  - Connect new vocabulary to students' existing background knowledge.
- Require students to use the vocabulary word several times during the lesson in oral and written format. Strategies include:
  - When you call out the vocabulary word, students point to an actual object or an image of the word or act it out.

## Appendix D: Vocabulary Instruction

- If the vocabulary lends itself to categorization, have students categorize the words into 2 or 3 categories. An example could be nouns (things or ideas), verbs (actions), or adjectives (descriptions of things).
- Give an example of using 2 of the vocabulary words in one sentence. An example is "The Enter key is on the keyboard." Then have students do this as an oral whole class activity where you write down their examples on the board or as an individual or paired written activity.

### Teaching Students How to Approach New Vocabulary

Teach students to ask themselves the following questions when they encounter new vocabulary:

- Is the word a cognate? For example, the words *computer* and *computadora* are English/Spanish cognates.
- Is there a part of the word that I know? For example, the word *keyboard* includes the word *board*, and the student may know the word *board* from the teacher's instructions to "look at the whiteboard" or "write on the whiteboard."
- Is the word explained or illustrated in the sentence or in a nearby sentence? For example, does a text passage show a keyboard or give instructions for using keys on the keyboard?
- Can I easily translate the word into my own language?
- Do I need to go to an English dictionary to read more definitions and see examples of the word used in sentences?

### Incorporating Vocabulary Assessments

- Students need to have specific learning goals and measures to assess how they are meeting those goals. Incorporating vocabulary quizzes is one way that students can see their growth.
- The vocabulary evaluation can be slightly different for groups of learners to differentiate for ranges in student levels. Using the same word bank, beginning literacy should be able to match the words to images. Low and high beginners should be able to fill in sentences with the correct vocabulary word. Low- and high-intermediate students should be able to create sentences using at least 2 of the vocabulary words in each sentence. Advanced students should be able to write a paragraph that incorporates all the vocabulary in a meaningful manner.
- Another method to differentiate for student levels and to incorporate their needs to drive their own instruction is to ask students to choose the vocabulary words they will learn and want to be tested on for the lesson. Students can also choose whether they want to be graded on spelling (more advanced students should be encouraged to memorize spelling because only a little over half of English words follow phonetic rules). Students list their chosen words and provide translations for each word in their own language. On the test day, they form pairs. Each student dictates the word to their partner. The partner needs to write down the word and its translation. When both students have completed the activity, they each grade their own papers to see how well they remembered the word meanings.

## Appendix D: Vocabulary Instruction

Below is a list of all key vocabulary by lesson:

<b>Lesson 1</b> alphabet lowercase letter/s name spell flashcards Can I have / Yes, you can. / No, you can't.
<b>Lesson 2</b> spell keyboard key text/texts phone find touch <i>Reinforced vocabulary:</i> alphabet, letter/s, spell, flashcards
<b>Lesson 3</b> uppercase capital letter big letter / small letter Do you have? No, I don't / Yes, I do specific / general city, state, country <i>Reinforced vocabulary:</i> alphabet, text/texts, phone, lowercase letter/s, spell, name, flashcards
<b>Lesson 4</b> text / send a text shift caps lock press and hold down tap release <i>Reinforced vocabulary:</i> text/texts, phone, uppercase/ capital letters, keyboard, key, touch

## Appendix D: Vocabulary Instruction

<b>Lesson 5</b> erase zero pronounced as zero and as (oh) numbers 0-9 What is your phone number? special keys: backspace / space bar / enter advanced special keys (optional) control / alternate / delete / Windows / tab <i>Reinforced vocabulary:</i> keyboard, type, key, press and hold down, tap, release, special keys: shift, caps lock	
<b>Lesson 6</b> special character symbol period/dot ( . ) comma ( , ) slash/forward slash ( / ) question mark ( ? ) exclamation mark ( ! ) <i>Reinforced vocabulary:</i> keyboard, key, SHIFT, press and hold down, tap	dollar sign ( \$ ) number sign/pound sign/hash tag ( # ) at (@) star or asterisk (*) prepositions of place: above/below on next to
<b>Lesson 7</b> security username safe password private private <i>Reinforced vocabulary:</i> uppercase letter, lowercase letter, number, symbol	PIN personal identification number strong ATM weak login
<b>Lesson 8</b> clarify/ clarifying/ clarification Did you say... B as in boy? / V as in victory? / P as in plant? D as in dog? / T as in Texas? F as in fish? / S as in Sunday? <i>Reinforced Vocabulary:</i> period/dot ( . ) dollar sign ( \$ ) number sign/pound sign/hash tag ( # ) at (@) star or asterisk (*) comma ( , ) slash ( / ) question mark ( ? ) exclamation mark ( ! )	A as in apple? / H as in horse? M as in Mary? / N as in nice? Can you repeat that, please? Can you repeat that more slowly, please? Can I repeat that back to you?

## Appendix D: Vocabulary Instruction

<b>Lesson 9</b> mouse touchpad / trackpad touchscreen / screen kickstand / stand log in / log off power button turn on / turn off close go to sleep / sleep mode	charging cart (if applicable to classroom) charging port / power port actions consequences volume up /down camera microphone / mic headphone jack USB-C port
<b>Lesson 10</b> mouse pointers: <ul style="list-style-type: none"> <li>– arrow or standard</li> <li>– text or I-Beam</li> <li>– link or hand</li> </ul> mouse actions: left click / double-click turn on / power on wake up sign in / log in / log on swipe up / swipe down (for touchscreen devices) <i>Reinforced vocabulary:</i> username, password, mouse, touchpad (or trackpad), screen or touchscreen, press and hold down, tap, special keys	keyboard shortcuts: Ctrl/Alt/Del and Windows-L put to sleep / sleep mode sign out / log out / log off shut down / turn off charging cart (if applicable to classroom setting) power plug / power cord icon / button
<b>Lesson 11</b> desktop desktop app / desktop shortcut clock icon volume icon battery icon network icon taskbar Windows search box	Windows start menu window restore / restore down minimize maximize <i>Reinforced vocabulary:</i> click / double-click, press and hold down, tap
<b>Lesson 12</b> wire / cable wired / wireless internet / internet connection network / network icon / network connection connected, secured	wireless/Wi-Fi (vs. cellular data) hotspot public hacked <i>Reinforced vocabulary:</i> icon, desktop, click

## Appendix D: Vocabulary Instruction

<b>Lesson 13</b> Google Chrome Internet browser webpage back arrow forward arrow reload / refresh page <i>Reinforced vocabulary:</i> desktop, icon, app, double-click, click, minimize/maximize/restore/close windows.	address bar webpage address / url scroll bar link linked text linked image
<b>Lesson 14</b> sign up for/register form fill out/ complete a form text / text box tab key follow <i>Reinforced vocabulary:</i> login, username, password, backspace key, shift key, enter key, web page address, address bar	need to/must/can rules requirements recommendations practice simulation/simulator real/not real
<b>Lesson 15</b> how long / how many? characters at least one or more recommendations <i>Reinforced vocabulary:</i> strong, weak, need to / must / can lowercase / uppercase / capital letters, symbols, space(s) (in text), , follow, rules, requirements	sentence phrase change / substitute question boxes
<b>Lesson 16</b> email verify verification code profile <i>Reinforced vocabulary:</i> online account, address bar, dropdown menu, tab, button, icon, sign in/sign out, log in to/log out of, username, password, strong, symbols, lowercase, uppercase	

## Appendix D: Vocabulary Instruction

<b>Lesson 17</b> scam victim hover shop online	pop-up window computer virus urgent / immediate win/won/winner prize / gift schedule/reschedule a delivery
<i>Reinforced vocabulary:</i> address bar, web page, link, email, email address, text/text message, delete, verify , account, click, press, hold down, scroll, Ctr/Alt/Del	
<b>Lesson 18</b> Internet search topic search terms search results website domain	
<i>Reinforced vocabulary:</i> Google Chrome, web page, back arrow, address bar, webpage address, link	
<b>Lesson 19</b> troubleshoot / troubleshooting cord/cable checking / check for restart	updates technical support error message pop-up blocker
<i>Reinforced vocabulary:</i> charge/charging, Internet connection, shut down, pop-up window, Internet search	
<b>Lesson 20</b> review digital skills certificate of completion	





## *Appendix D: Keyboarding Practice*

Teacher feedback from the curriculum pilots demonstrated that almost all teachers integrated additional keyboarding practice into the curriculum. They did so by creating activities that used one or more of the following materials and equipment:

- Android and Windows keyboard handouts available in the DART curriculum.
- Flashcards of uppercase and lowercase letters, numbers, and symbols.
- Keyboards on students' smartphones.
- Computer keyboards that were disconnected from a computer or connected to a computer that was not turned on.
- The WordPad app that comes pre-installed on all Windows computers.
- Touch typing websites such as [typing.com](http://typing.com).

Almost all teachers incorporated additional keyboarding practice into each lesson starting with Lesson 4 (Uppercase Alphabet on the Keyboard). Several teachers had students practice typing using the printed keyboard images from the curriculum or using disconnected Windows keyboards. However, over half of the teachers in the pilot helped students log into their Tyson tablets prior to Lesson 9 (Signing in and out of a Computer) so that students could “see” what they were typing by typing in the WordPad app or by accessing online touch typing websites such as [typing.com](http://typing.com).

Most teachers incorporated keyboarding practice as either an individual or a small group activity that students could do while the teacher worked with another group of students who needed targeted instruction. A few teachers taught students to independently use online touch typing sites such as [typing.com](http://typing.com); others taught students how to open the WordPad app to practice typing text. While students independently practiced keyboarding, the teacher was able to work individually or in very small groups with students who needed additional assistance.

The types of text that teachers had students type in WordPad varied. Some teachers wrote sentences related to the lesson topic or the students themselves on the board and asked students to type them. A few teachers had students practice writing their first and last name, mailing address, phone number, and email address (if they had one). One teacher had students type in their grammar practice sentences from a distance learning curriculum (Burlington English).

A few creative teachers invented keyboard games that did not require signing into a tablet. One teacher had students work individually or in small groups to arrange flash cards sets in the same pattern as a computer keyboard. Another teacher created a “Race to the Key” game for small groups. In this game, students mixed one or more of their flashcard sets (lowercase letters, uppercase letters, numbers, and symbols) to create a deck of cards. One person revealed and called out a flashcard while the other students raced to touch the matching key on either a printed paper keyboard or a full-size external keyboard. (We recommend against using the Tyson tablet keyboards because they are more delicate and could be damaged by “enthusiastic” touching.) Two teachers taught students how to use their smartphones to read QR codes that led to online typing games that students could play using their

## *Appendix D: Vocabulary Instruction*

phones. Finally, one teacher created a “secret message” game that had students dictate short secret words or phrases to a partner who had to write them down and then type them using the printed keyboard images available in the curriculum.

With this update of A-OK To Access, the authors have incorporated instructor feedback regarding greater time with keyboard practice and additional time spent practicing logging and out of online accounts into the DART curriculum. Starting with Lesson 2, teachers will find a Keyboarding Practice Instructional Tip to remind them to add keyboarding practice somewhere into their lesson sequence. The keyboarding practice for Lessons 2 through 9 do not require students to sign in to the tablets; rather, they ask students to text themselves or a teacher’s Google voice number using their personal smartphones. Students without a phone can practice keyboarding using the printed Windows keyboard images from the curriculum.

## Appendix F: YouTube Playlists and Videos

The videos listed below (with the exception of The ABC Song and How to Create a New Gmail Account) were customized to present lesson content for the DART curriculum.

### Lesson 1

YouTube Video: [The ABC Song for Adult Literacy Learners](#)

### Lesson 7

YouTube Playlist : [Introduction to Security](#)

- Video 1: What is Security?
- Video 2: What is a Login?

### Lesson 8

YouTube Playlist : [Strong and Weak Passwords](#)

- Video 1: Strong and Weak Passwords
- Video 2: Is the Password Strong or Weak?

### Lesson 14

YouTube Video: [Understanding Login Requirements](#)

### Lesson 15

YouTube Playlist : [Creating Strong Passwords](#)

- Video 1: Requirements for a Strong Password
- Video 2: What's Wrong with this Password?
- Video 3: Five Steps to a Strong Password
- Video 4: Help with Step 2 Question Boxes
- Video 5: Katy Makes a Strong Password
- Video 6: Win Makes a Strong Password

### Lesson 16

YouTube Video: [How to Create a New Gmail Account](#)

### Lesson 19

YouTube Video: [Unlocking a Pop-Up Window](#)



## Appendix G: Skillblox Playlists

Skillblox Playlists appear in several lessons in the section titled Differentiated Resources to Meet Diverse Learner Needs. They are most appropriate for high intermediate to advanced ESL students.

### Lesson 7

- Creating Strong Passwords:  
[Skillblox.org](https://www.skillblox.org) Access Code 763Z9I
- YouTube Video Playback Tips  
[Skillblox](https://www.skillblox.org) Access Code 5EZ3TL

### Lesson 9

- Introduction to Computers  
[Skillblox](https://www.skillblox.org) Access [Code](#) LFJ4NO.

### Lesson 10

- Using Your Mouse or Touchpad:  
[Skillblox.org](https://www.skillblox.org) Access Code 9SN7N8

### Lesson 13

- Understanding your Windows Desktop:  
[Skillblox.org](https://www.skillblox.org) Access Code 8786Z8
- Working with App Windows:  
[Skillblox.org](https://www.skillblox.org) Access Code JRUG73

### Lesson 14

- Creating an Online Account  
[Skillblox.org](https://www.skillblox.org) Access Code WEASA4

### Lesson 16

- Using Gmail  
[Skillblox.org](https://www.skillblox.org) Access Code LOFCLL
- Usando Gmail (Using Gmail in Spanish)  
[Skillblox.org](https://www.skillblox.org) Access Code RVPPAN

### Lesson 17

- Staying Safe in a Digital World  
[Skillblox.org](https://www.skillblox.org) Access Code YCFK6U



## *Appendix H: Digital Literacy Resources*

### Digital Skills Assessments

- [DART Digital Skills Student Self-Survey](#)
- [Northstar Assessments](#)

### Digital Skills Lessons

- [Skillsblox](#) (Digital Literacy Subject area)
- [EnGen Learning Platform](#)
- [DigitalLearn.org](#) (Video tutorials in English and Spanish)
- [GCF Global—Technology](#) (Goodwill Community Foundation, Inc.)
- [Northstar Digital Literacy](#) (Paid curriculum; Links to free resources)

### Tech Tools

- [Skillsblox](#) (Digital Literacy Subject area)
- [EdTech Center Digital Skills Library](#)

### Standards

DART is aligned to the following standards.

- [CASAS Standards English as a Second Language](#)
- [English Language Proficiency Standards for Adult Education](#)
- [Northstar Digital Literacy Standards](#)
- [Seattle Digital Equity Initiative Skills Framework](#)





# LIST OF LESSONS

- Lesson 1 — Lowercase Alphabet Introduction
- Lesson 2 — Lowercase Alphabet on The Keyboard
- Lesson 3 — Uppercase Alphabet Introduction
- Lesson 4 — Uppercase Alphabet on the Keyboard
- Lesson 5 — Numbers and Special Keys
- Lesson 6 — Symbols on The Keyboard
- Lesson 7 — Introduction to Security
- Lesson 8 — Strong and Weak Passwords
- Lesson 9 — Parts of the Computer
- Lesson 10—Signing in and out of the Computer
- Lesson 11—Using the Windows Desktop
- Lesson 12—Connecting to the Internet
- Lesson 13—Using Google Chrome
- Lesson 14—Understanding Online Accounts
- Lesson 15—Creating Strong Passwords
- Lesson 16—Creating a Gmail Account
- Lesson 17—Staying Safe in a Digital World
- Lesson 18—Searching the Internet
- Lesson 19—Troubleshooting Basics
- Lesson 20—Digital Skills Review

