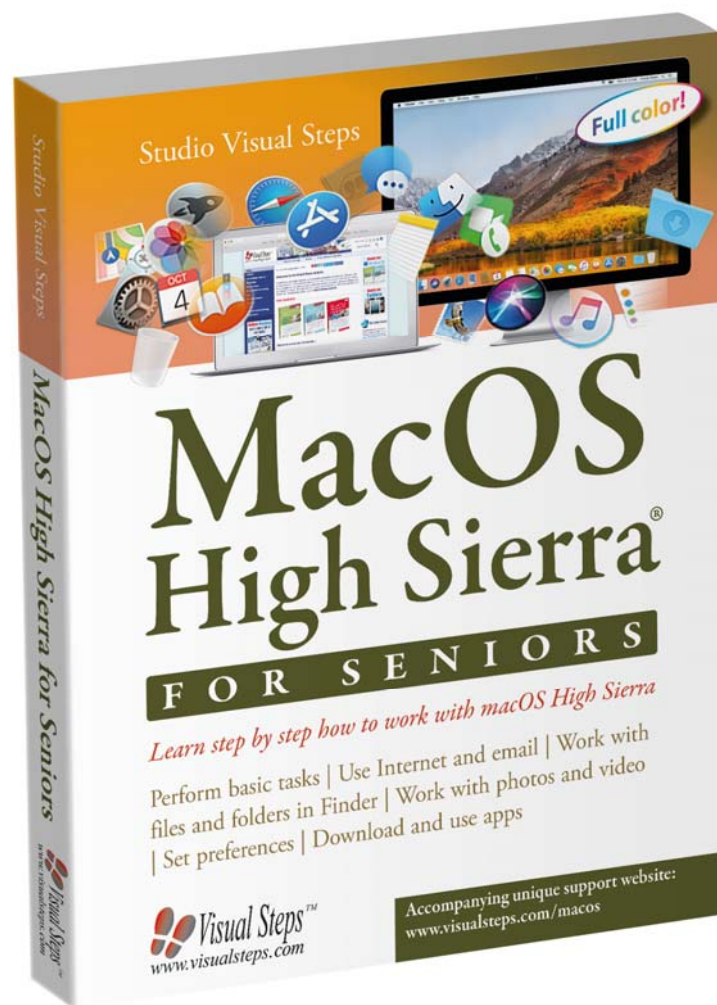


Teachers' Manual

for

MacOS High Sierra for Seniors



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 **Visual Steps[™]**
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1. Introduction

This course manual assumes a lesson structure consisting of nine points. These points have been divided into three groups. Each class period will generally have the following structure:

- A Introduction**
1. Make sure the students are ready for class to begin.
 2. Explain this lesson's objectives.
 3. Review any necessary background knowledge.
- B Instruction**
1. Present the subject matter.
 2. Help the students learn the material.
 3. Have the students demonstrate the requested techniques.
 4. Give feedback on the demonstrations.
- C Conclusion**
1. Assess the final results of the learning process (testing).
 2. Recap and demonstrate uses for what's been learned.

This lesson structure should be followed step-by-step from start to finish. Steps B1 through B4 will be frequently repeated, as the subject matter will be offered in small chunks (B1).

This means there will be many points at which the student might need some help (B2).

This also means that during a class, students will learn multiple techniques they can demonstrate (B3), to which the instructor should respond with approval or corrective comments as needed (B4).

On the next page you will see the **lesson structure** again, this time expanded with extra information to clarify the content of and "why" behind each step. This structure will also be followed in explaining the details for the separate class meetings later in this manual. You can split the lessons which cover a longer chapter if needed. You may wish to handle the material in these chapters in separate sessions.

Plan to use the available class time as follows:

- Introduction 10-15%
- Instruction 60-70%
- Conclusion 20-25%

Lesson Structure

A Introduction **1. Make sure the students are ready for class to begin.**

The instructor can ask for silence, close the door, write an announcement on the board, or in some other way draw attention to the coming lesson.

2. Explain this lesson's objectives.

It is important for both student and instructor to know exactly what a lesson's desired results are. The student's work attitude, for example, depends upon whether he needs to recognize, commit to memory, or apply the material being presented.

Simply listing the subjects that will be covered is not enough. The instructor must explain them in recognizable terms.

3. Review any necessary background knowledge.

At the start of each lesson, the instructor should make sure the new information will connect to and build upon previously acquired concepts and skills. In order to do so, the instructor must first help the students recall (activate) the relevant knowledge.

B Instruction **1. Present the subject matter.**

The heart of the learning process is the offering of information by the instructor or by the textbook.

2. Help the students learn the material.

The instructor doesn't stand at the front of the class during the learning process, but rather moves around, observing the students' activities and offering support where necessary. The didactic approach being applied can be characterized as guided experiential learning.

3. Have the students demonstrate the requested techniques.

The point here is not to check whether students have done their homework, but rather to provide an opportunity for practicing the desired (final) techniques. Specific questions will give the students the opportunity to demonstrate to themselves and to the instructor that they understand or can apply the information.

4. Give feedback on the demonstrations.

It's instructive and reinforcing to provide students with feedback on their demonstrations of what they've learned.

Feedback on a student's execution of techniques often occurs naturally: it either works or it doesn't. In any case, feedback should provide information about correct execution of the techniques that are visible during the learning process.

C Conclusion 1. Assess the final results of the learning process.

The point of this step is to determine whether the student has accomplished the educational objectives, and whether he can execute the desired techniques with confidence. There are various forms of testing available for this: completing an exercise, for example, or answering questions. They don't all have to be given at the same time. Naturally, the tests should be tailored to the stated educational objectives.

2. Recap and demonstrate uses for what's been learned.

This last step is focused on helping the material sink in for the long term. As a result, this information should bridge multiple lessons and focus on making connections among different topics.

2. Previous Knowledge

No previous knowledge is assumed for this course.

3. General

The most important requirement is to have a Mac with *macOS High Sierra* installed. This can be a desktop version including the Mac Mini, iMac and Mac Pro or the portable or notebook type of Mac including the Macbook, Macbook Pro and Macbook Air.

An Apple's Magic Mouse, or another type of computer mouse is necessary to learn how to work with a mouse. If they wish, they can also use the trackpad on your notebook computer, or a mobile Magic Trackpad. Specific details on these matters fall outside the scope of this manual, however.

The following items can be very useful, but it is not absolutely necessary to own these items or devices. Just read through the sections that make use of these things:

- an empty USB stick;
- a working printer and a digital photo camera, an iPad, iPhone, or other portable device that is equipped with a built-in camera;
- an external hard drive.

If desired, supplemental activities and/or chapters can be added to a lesson. The Bonus Chapter is available online on our website. You will find instructions on how to open, view, or print this document in *Appendix B. Opening Bonus Chapters*.

Bonus Chapter Downloading Apps and Music

4. Lesson Plan

There are seven lessons, covering Chapters 1 through 7.

Lesson 1 Chapter 1 Start Working With the Mac

Lesson 2 Chapter 2 Working with TextEdit

Lesson 3 Chapter 3 Working with Files and Folders in Finder

Lesson 4 Chapter 4 Surfing with Safari

Lesson 5 Chapter 5 Sending Emails with Mail

Lesson 6 Chapter 6 Photos and Video

Lesson 7 Chapter 7 Customizing Settings to Suit Your Needs

If desired, you can split or combine lessons and/or prolong lessons.

First Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Mac is the abbreviation for **Macintosh**, the name of a series of desktop and notebook computers, manufactured and sold by the American company **Apple**. *Apple* also produces other devices, such as the **iPad** and **iPhone**.

The Mac uses the **MacOS** operating system. This is the counterpart of the well-known **Windows** operating system, produced by the American company *Microsoft*.

The *Apple* products are famous for their beautiful **design** and **user-friendly, intuitive interface**. When you start to use a computer for the very first time, you will need to learn some **basic operations**. This may take a while, but afterwards, you will see that working with the Mac is quite easy. And if you have previously used a *Windows* computer, you will be surprised by the simplicity of the Mac.

In this lesson you will get acquainted with your own Mac. We will cover all of the basic operations for using your Mac.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- turn on the Mac;
- use the mouse and/or the trackpad;
- open a program with *Launchpad*;
- use the *Dashboard*;
- view and move widgets;
- put the Mac into sleep mode;
- wake the Mac up from sleep mode;
- turn off the Mac.

3. Review any necessary background knowledge.

Since this is the first class, you can't refer back to previous classes.

B Instruction 1. Present the subject matter.

Pages 17-33.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Launchpad and Dashboard** on page 34. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Sleep mode and Turn Off** on page 34. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 35-42.

Second Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

TextEdit is a simple and easy to use **text editing program**. It is one of the standard programs included in *MacOS*. You can use this program for most of your writing needs such as creating a letter, note or memo. The handy thing about using a computer to type your letters or other documents is that you can keep improving them. With the old fashioned typewriter it was much harder to fix mistakes. Starting over with a fresh new piece of paper was often the only way to go. Now, you can simply **save** your text and in the meantime do something else. At a later time, you can **resume** your work and continue further with the text.

You can also **modify** a **document** that you previously created. You can add a few alterations here and there to an existing letter and reuse it for a different situation.

Some of the techniques you learn in this lesson can be applied to other programs, such as when you write an email message. In this lesson you will get acquainted with *TextEdit* by **creating** a **letter** and using some of the basic formatting options. After that you will learn how to save and **print** your documents.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- open the *TextEdit* program;
- minimize and maximize the window;
- write a letter;
- use bullets;
- save a letter;
- close *TextEdit* by using the menu bar;
- open a letter you saved by using the *Dock*;
- view the letter in print preview;
- print the text;
- save changes.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- turn on the Mac;
- use the mouse and/or the trackpad;
- open a program with *Launchpad*;
- use the *Dashboard*;
- view and move widgets;
- put the Mac into sleep mode;
- wake the Mac up from sleep mode;
- turn off the Mac.

B Instruction 1. Present the subject matter.

Pages 43-62.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Minimize and Maximize** on page 63. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Write and Save a Letter** on page 63. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Print a Letter** on page 64. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Close and Stop** on page 64. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 65-72.

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Third Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In this lesson you will learn how to work with the **files** and **folders** stored on your Mac. A file is a collective term for all the **data** stored on the computer. A file could be a program, a text document or a photo, for example. The basic actions you will learn to perform in this lesson can be applied to nearly every type of file.

The files on your computer are arranged in *folders* (also called **directories**). Folders may not only contain files, they can also contain other folders. A folder that is stored within another folder is called a **subfolder**. You can create as many subfolders as you want, and store as many files and new subfolders within these subfolders.

Fortunately, on your Mac, you do not need to **arrange** all these things yourself. In *MacOS*, a few folders have already been created for you. These **standard folders** include the **Documents** and **Downloads** folders. You can use these folders for arranging and ordering particular types of files. In the previous lesson you stored a file created with *TextEdit* in the *Documents* folder.

Finder is the name of the *MacOS* program that can be used to manage the folders and files on your computer. In *Finder* you can **delete, copy, rename** and **move** files and folders. You will be using the *Finder* window for example, each time you want to copy a text file or a photo to a **USB stick**.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- open *Finder*;
- change the view of the *Finder* window;
- create a new folder;
- copy and move a file to a different folder;
- change a file name;
- delete a file;
- empty the *Trash*;
- copy a file to a USB stick;
- safely disconnect the USB stick.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- open the *TextEdit* program;
- minimize and maximize the window;
- write a letter;
- use bullets;
- save a letter;
- close *TextEdit* by using the menu bar;
- open a letter you saved by using the *Dock*;
- view the letter in print preview;
- print the text;
- save changes.

B Instruction 1. Present the subject matter.

Pages 73-96.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Copy a File** on page 97. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Move a File to a New Folder** on page 97. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Rename a File** on page 97. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **The Trash** on page 98. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Copy a File to a USB Stick** on page 98. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on pages 99-114.

Fourth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

The **Internet** is a worldwide **network of computers** that are connected to each other. There is a seemingly endless array of information or data available on this massive combination of millions of personal, business, and governmental computers. You can use your own computer to view information on the Internet. To do this, you need to use a program called an **Internet browser** or a *browser*. **Browsing** is much the same as browsing through a newspaper or a magazine, but instead of your hands, you use a mouse, touchpad or short-cut keys to flip through the pages of information. **Safari** is the name of the Internet browser used by *Apple*.

The information stored on the Internet can be viewed on **websites**. Usually, a website consists of multiple web pages. You can jump (or navigate) from one web page to the other or to another website, by **clicking** a link (also called **hyperlink**) on the page. This is called **surfing**.

In this lesson you will learn how to **open a web page**, and how to **zoom** in, zoom out and **scroll**. If you are using a (Magic) **trackpad**, you can use various touch gestures for these actions. We will also discuss how to **open a link** on a web page and how to save web pages on the **Favorites bar**. And finally you will learn how to set the **homepage**.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- open *Safari*;
- open a web page;
- zoom in and zoom out;
- scroll;
- open a link on a web page;
- open a link in a new tab;
- switch between open tabs;
- close a tab;
- go to the previous or next page;
- add a bookmark or a folder to the favorites bar;
- use *Top Sites*;

- change the settings for the homepage;
- search;
- quit *Safari*.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- open *Finder*;
- change the view of the *Finder* window;
- create a new folder;
- copy and move a file to a different folder;
- change a file name;
- delete a file;
- empty the *Trash Bin*;
- copy a file to a USB stick;
- safely disconnect the USB stick.

B Instruction 1. Present the subject matter.

Pages 115-138.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **View a Web Page** on page 139. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Links and Tabs** on page 139. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Add a Bookmark** on page 140. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Top Sites** on page 140. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on pages 141-156.

Additional information To work through the next chapter, which will be discussed in the next lesson, your students will need to have their own email address, including a user name and a password. The email provider has probably supplied this information. They may have also saved the data yourself, while creating a *Outlook.com*, *Hotmail* or *Gmail* account. If the email account is not set up yet, the students need to take the information with them the next lesson.

Fifth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

One of the most useful and frequently used applications on the Internet is electronic mail or **email**. You simply type your message on the computer and have it sent over the Internet to someone else.

MacOS contains a simple email program called **Mail** that lets you quickly and easily **send** and **receive email messages**. In this lesson you will learn how to **set up** your **email account** in *Mail*. We will show you how to configure an email account from Internet providers such as AOL or Verizon as well as from web-based email services such as *Outlook*, *Hotmail* or *Gmail*. *Hotmail* accounts, for example, are email addresses that end with hotmail.com, live.com or outlook.com. If you use multiple email accounts, you can set them all up in *Mail*.

In this lesson we will explain the **basics** of how to **send** and **receive** an **email message**. You will also learn how to add the **email address** from a sender to your **Contacts** so that the next time you send this person a message you will no longer need to type the email address.

The fun thing about email is that you can send all sorts of things along with your email message. For example, a **text file** or a **picture** you just made. The items you send with your email message are called **attachments**. In this lesson you will also learn how to **add** an attachment **to an email** and how to **view** and **save** an **attachment** that you have received.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- set up your email account;
- open *Mail*;
- write, send, receive and read an email;
- add an email address to the *Contacts*;
- send, view and save an attachment;
- delete an email message;
- stop *Mail*.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- open *Safari*;
- open a web page;
- zoom in and zoom out;
- scroll;
- open a link on a web page;
- open a link in a new tab;
- switch between open tabs;
- close a tab;
- go to the previous or next page;
- add a bookmark or a folder to the favorites bar;
- use *Top Sites*;
- change the settings for the homepage;
- search;
- quit *Safari*.

B Instruction 1. Present the subject matter.

Pages 157-177.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Send an Email with an Attachment** on page 178. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Receive and View an Email with an Attachment** on page 179. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Delete an Email** on page 179. They may use *Appendix How Do I Do That Again?* at the end of the book.

Have the students do the practice exercise **Stop Mail** on page 179. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on pages 180-190.

Additional information For the next lesson, the students need to bring a digital camera, iPhone or iPad with a few photos stored on the device. If they do not own these items, they can just read through the sections and continue later with the steps in *section 6.3 Viewing Photos in Preview*.

Sixth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Your Mac has a multitude of built-in programs for handling all of your photo, video and music needs. This chapter covers the basic functionality of *Image Capture*, *Preview*, *iTunes*, *QuickTime Player* and *DVD Player*.

The ***Image Capture*** program lets **you transfer (import) photos from your digital camera, iPhone, iPad or iPod touch** to your Mac. You can **view the imported photos** in the ***Preview*** program. The ***Photos*** program also has various options for **editing photos**, such as rotating or cropping a photo and adjusting exposure and color.

You can use the *QuickTime Player* program to play a video file.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- import, organize and edit photos with *Image Capture*;
- view photos with *Preview*;
- edit photos with *Photos*;
- play a video file with *QuickTime Player*.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- set up your email account;
- open *Mail*;
- write, send, receive and read an email;
- add an email address to the *Contacts*;
- send, view and save an attachment;
- delete an email message;
- stop *Mail*.

B Instruction 1. Present the subject matter.

Pages 191-219.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Photo Editing** on page 220. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on pages 221-228.

Additional information

Up from *section 6.3 Viewing Photos in Preview*, practice files are used. You can let the students download the practice files themselves, but if there is a slow Internet connection in the class room, it might be an idea to download the practice files upfront, place them on an USB stick and copy them via the USB stick to the computers of the students. That might take less time.

Seventh Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

There are many **components** on your computer for which you can adjust the **settings** yourself, to suit your own **needs** and **preferences**. Changing the settings on your computer is worth the trouble. It can make difficult operations a bit easier and in the long term, it can also prevent harmful side-effects such as R.S.I. from occurring. For instance, you can adjust the **mouse** in such a way that you can more easily work with it. This will prevent you from overburdening your wrist.

In this lesson you will read about a number of features on your computer that you can easily customize. We will pay special attention to the items that can be important for your **motor skills**, your **eyesight** and your **sense of hearing**.

You can freely **experiment** with these settings to discover whether the new settings are an improvement or not. Just give it a try. All the settings you have changed can easily be reset to their original status.

For example, you will read about setting up **iCloud**, the online **storage service** offered by *Apple*. Here you can save files and data in order to view them on other devices, such as an iPhone. And if you have set up *iCloud*, this will also serve as a **backup**, in case something goes wrong with your Mac, or if it is stolen.

The last subject we will discuss in this lesson is how to create a backup with **Time Machine**.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- adjust the settings for the mouse and/or trackpad;
- change the wallpaper for your desktop;
- adjust the size of the icons;
- adjust the *Finder* window;
- change the sound settings.
- using Split View.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- import, organize and edit photos with *Image Capture*;
- view photos with *Preview*;
- edit photos with *Photos*;
- play a video file with *QuickTime Player*.

B Instruction 1. Present the subject matter.

Pages 229-256.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on pages 257-263.

6. Other Course Material

Each Visual Steps book is also optimized for classroom use.

If you would like to be informed about the Visual Steps books, please sign up for the Visual Steps newsletter. Our newsletter will inform you about forthcoming books, additional chapter supplements, tips and tricks, special offers and more. Your details will not be used for any purpose other than to send you our newsletter and each newsletter contains a one-click link, allowing you to unsubscribe at any time.

Teachers' manuals will also become available for these books. For more information, please visit **www.visualsteps.com/instructor**